

**Department of Defense Education Activity**  
**Administrators' Manual**

**October 2003**

## ***INTRODUCTION***

The *Department of Defense Education Activity (DoDEA) Administrators' Manual* is a compilation of current statutes, regulations, and policies. It is intended to be a handy reference manual for DoDEA administrators for day-to-day school operations, and to serve as a guide to finding answers to the numerous questions and challenges that school administrators face every day.

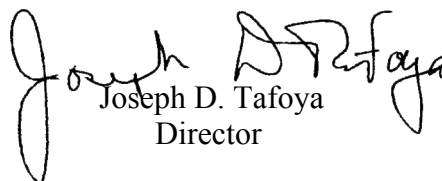
This manual applies DoDEA-wide. Unique statutory, regulatory, policy, and administrative requirements of the overseas Department of Defense Dependents Schools (DoDDS) and the Domestic Dependent Elementary and Secondary Schools (DDESS) have been addressed throughout the manual.

The statutes, regulations and policies referenced in the manual have precedence and may not be superseded. However, DoDEA area directors may supplement the guidance in the *Administrators' Manual* with additional procedures or operational guidance.

Points of contact for specific subject matter areas have been omitted. Administrators should work through their district and area offices to resolve issues or answer questions that may arise. Recommended changes to this manual should also be forwarded through district and area channels. The *Administrators' Manual* is a “living document” that will be updated frequently based on feedback from the field as well as per new or revised guidance.

The contents of this manual do not supersede any portion of existing labor union contracts. In case of conflict, the provisions of the labor union contract will normally prevail.

The *DoDEA Administrators' Manual* is intra-management communication. It is a guide intended to provide assistance to DoDEA personnel and is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable by law.

  
Joseph D. Tafoya  
Director

# Table of Contents

CURRICULUM.....	1
1 Assessments .....	1
1.1 Philosophy of Assessments.....	1
1.2 Purpose of Assessments.....	1
1.3 Assessment Ethics and Security.....	2
1.4 Parental/Sponsor Notification.....	2
1.5 Privacy .....	2
1.6 Participation .....	2
1.7 Reporting, Analysis, Interpretation, and Dissemination of Assessment Results.....	3
1.8 Assessment Instruments.....	3
2 Grading .....	6
2.1 Grading Guidelines .....	6
2.2 eClass Grades.....	9
2.3 Promotion/Retention .....	9
2.4 Homework.....	10
2.5 Recognition and Awards.....	10
3 Reporting to Students and Parents/Sponsors .....	11
3.1 Report Cards .....	11
3.2 Achievement Test Results (K-12).....	13
3.3 Transcripts (Secondary).....	13
3.4 Parent Conferences .....	13
4 Professional Development .....	14
4.1 Staff Development .....	14
4.2 Staff Assistance.....	14
4.3 Professional Organizations .....	14
4.4 Attendance at Professional Meetings and Conferences.....	15
4.5 Professional Development Days .....	15
4.6 Recertification.....	15
5 Instruction .....	17
5.1 Curriculum Standards .....	17
5.2 Curriculum Development Assessment Adoption Cycle .....	17
5.3 Instructional Time .....	17
5.4 Daily Schedules .....	17
5.5 Lesson Plans.....	18
5.6 Supplemental Curriculum .....	18
5.7 Correspondence Courses.....	18
5.8 Distance Learning .....	18
5.9 Transition Planning – Six Year Plan.....	19
5.10 Support Labs for Reading, Language Arts, Algebra I, and Geometry .....	19
6 Special Curriculum Issues.....	21
6.1 Alcohol, Tobacco, and Other Drug Use.....	21
6.2 Ethical/Moral/Religious/Family Life Education.....	21
6.3 Challenged Materials .....	21
6.4 Contests.....	21
6.5 Anti-Terrorism Awareness.....	22
7 Granting Middle School and High School Credit.....	23
7.1 Granting of Credit.....	23

7.2	Length of Courses .....	23
7.3	Credit Values .....	23
7.4	Grade Level Classification.....	25
7.5	Requirements for Graduation.....	26
8	Special Instructional Programs .....	28
8.1	Special Education.....	29
8.2	Definitions.....	29
8.3	Individualized Education Program .....	29
8.4	Procedural Safeguards .....	30
8.5	Testing and Evaluation Materials .....	30
8.6	Referral for Appropriate Educational Program.....	30
8.7	Medically-Related Services .....	31
8.8	Exceptional Family Member Program.....	31
8.9	504 Plan and Services for Students with Disabilities Not Eligible for Special Education ...	31
8.10	Compensatory Education .....	32
8.11	English as a Second Language (ESL).....	32
8.12	Gifted Education .....	33
8.13	Heritage–DDESS / Host Nation–DoDDS.....	33
8.14	Homebound/Hospital Instruction and Special Setting Instruction.....	34
8.15	Junior Reserve Officers’ Training Corps (JROTC) .....	35
8.16	Sure Start [DoDDS] .....	36
8.17	Pre-Kindergarten.....	37
8.18	Summer School.....	37
8.19	Information Center.....	37
9	Research Projects .....	38
9.1	Research Procedure.....	38
10	School-Sponsored Trips and Excursions .....	39
10.1	DoDEA policy. ....	39
10.2	Curricular Trips.....	39
10.3	Co-curricular/Extracurricular Trips [DoDDS].....	39
10.4	Other Trips .....	39
10.5	Transportation of Local Nationals .....	40
10.6	Approval of Trips.....	40
10.7	Trip Information.....	41
10.8	Time/Distance .....	42
10.9	Participation .....	42
10.10	Transportation .....	42
10.11	Trip Supervision, Safety, and Security .....	43
10.12	Trip Funding .....	44
11	Auxiliary Services or Pupil Personnel Services.....	46
11.1	School Health Services .....	46
11.2	School Counseling .....	46
11.3	School Psychological Services .....	47
STUDENTS	.....	49
12	Student Ceremonies .....	49
12.1	Graduation Ceremonies .....	49
12.2	Baccalaureate Services.....	49
13	Student Activities and Organizations .....	50
13.1	Co-curricular/Extracurricular Programs .....	50

13.2	Interscholastic Athletics.....	50
13.3	Special Interest Activities .....	51
13.4	Student Eligibility Rules .....	51
13.5	Elementary, Middle, or Junior High School Activities.....	52
13.6	Student Council.....	52
13.7	Special Interest Organizations .....	52
13.8	Honor and Service Organizations .....	53
13.9	Student Publications.....	53
14	Student Attendance .....	54
14.1	Attendance .....	54
14.2	Excused Absences.....	55
14.3	Unexcused Absences .....	55
14.4	Withdrawal of Students.....	56
14.5	Accelerated Withdrawal.....	56
14.6	Part-Time Attendance. ....	56
14.7	Attendance in DDESS.....	57
15	Student Behavior.....	58
15.1	Student Rights and Responsibilities.....	58
15.2	Cell Phones and Pagers .....	58
15.3	Dress Code and Uniforms .....	58
15.4	Freedom of Religion .....	59
15.5	Pledge of Allegiance/Salute to the American Flag .....	59
15.6	Technology Use .....	59
15.7	Bullying/Harassment.....	59
15.8	Sexual Harassment.....	59
15.9	Disciplinary Due Process.....	60
15.10	Corporal Punishment .....	60
15.11	Tobacco.....	60
15.12	Substance Abuse (Alcohol, Inhalants, and Other Drugs) .....	60
15.13	Weapons.....	61
15.14	Laser Pointers.....	61
15.15	Search and Seizure.....	61
15.16	School Bus Conduct.....	62
	COMMUNITY .....	63
16	Community Strategic Plan .....	63
16.1	The Community Strategic Plan.....	63
16.2	The School Improvement Plan.....	63
16.3	Accreditation.....	63
17	Partnerships.....	65
17.1	School-Home-Community Partnership.....	65
17.2	Resources .....	65
17.3	Data Collection Tools .....	65
18	Immunizations.....	66
18.1	Enrollment Requirements .....	66
18.2	Medical, Documented, and Religious Exemptions.....	67
18.3	School Assistance .....	67
18.4	Immunization Screening.....	68
18.5	Documentation.....	68
18.6	Communicable Diseases .....	68

19	Suspected Child Abuse and Neglect .....	70
19.1	Applicability .....	70
19.2	Family Advocacy Program .....	70
19.3	Responsibilities .....	70
19.4	Installation Family Advocacy Case Management Team .....	71
19.5	Reporting Suspected Child Abuse and Neglect .....	71
20	Educational Advisory Committees, Councils, and School Boards .....	72
20.1	Establishment .....	72
20.2	DoDEA Committees, Councils, and School Boards .....	72
20.3	Responsibilities of Principals .....	73
21	School Officers .....	75
21.1	Purpose of the Position .....	75
21.2	School Officers as a Part of the School Support Team .....	75
22	Communications .....	76
22.1	School/Community Communication .....	76
22.2	Website .....	76
22.3	Intra-Management Communication .....	77
22.4	Community Relations .....	77
22.5	Electronic Mail (E-Mail) .....	77
	PERSONNEL .....	78
23	Resource Personnel .....	78
23.1	Resource Teachers and Specialists .....	78
23.2	Teacher Aides (Paraprofessionals) .....	78
24	Leave Administration .....	79
24.1	Applicability .....	79
24.2	Policy .....	79
24.3	Procedures .....	79
24.4	Family and Medical Leave Act (FMLA) .....	79
24.5	Voluntary Leave Transfer Program (VLTP) .....	80
24.6	Leave Without Pay (LWOP) .....	80
25	Compensation for Extracurricular Duty Assignments .....	81
25.1	Eligibility .....	81
25.2	Procedures .....	81
25.3	Compensation .....	82
26	Compensation for Extra-Duty Assignments .....	83
26.1	Eligibility .....	83
26.2	Procedures .....	83
26.3	Compensation .....	84
27	Academic Salary Lane (ASL) Changes .....	85
27.1	DDESS Procedures .....	85
27.2	DoDDS Procedures: .....	85
28	Performance Appraisals .....	87
28.1	Applicability .....	87
28.2	Requirements .....	87
28.3	GS Employees [DoDDS and DDESS non-bargaining unit employees] .....	87
28.4	DDESS Educators and Other Professional Bargaining Unit Members .....	87
28.5	DoDDS Educators .....	87
28.6	Unacceptable Performance .....	88
29	Employee Discipline .....	89

29.1	Applicability .....	89
29.2	Policy .....	89
29.3	Range of Actions.....	89
29.4	Procedures.....	89
30	Probationary or Trial Period .....	90
30.1	Applicability .....	90
30.2	Purpose.....	90
30.3	Requirements .....	90
30.4	Length of Trial or Probationary Period.....	90
30.5	Termination for Unsatisfactory Performance or Conduct .....	90
31	Employment Application System (EAS) .....	92
31.1	DDESS System .....	92
31.2	DoDDS System .....	92
32	Rotation of Administrators Policy .....	94
32.1	DDESS Rotation .....	94
32.2	DoDDS Rotation .....	94
33	Transportation Agreements, Tours of Duty .....	95
33.1	Eligibility .....	95
33.2	Tours of Duty .....	95
34	Step Increases.....	96
34.1	Step Increases—DoDDS.....	96
34.2	Step Increases—DDESS .....	96
35	Work Related Injuries .....	97
35.1	Overview.....	97
35.2	What Supervisors Should Know .....	97
35.3	What Supervisors Should Do.....	97
35.4	Where to File Claims .....	98
35.5	Lost Time Injuries.....	99
36	Hiring Procedures .....	100
36.1	Overview.....	100
36.2	Priority of Placement [DoDDS].....	100
36.3	Procedures.....	100
37	Educator Licensure .....	102
37.1	Overview.....	102
37.2	DDESS Certification.....	102
37.3	DoDDS Certification .....	102
37.4	Recertification [DoDDS] .....	102
37.5	Adding Endorsement Areas [DoDDS].....	103
37.6	Management Directed Reassignments.....	103
37.7	Types of Educator Licenses [DoDDS] .....	103
37.8	Removal of Teacher Categories [DoDDS] .....	104
38	Educator Career Program [DoDDS] .....	105
38.1	Overview.....	105
38.2	Application Process .....	105
38.3	ECP Rating Panel.....	105
38.4	Referral Process .....	105
38.5	Selection Process .....	106
39	Student Teaching Program.....	107
39.1	Overview.....	107

39.2	DDESS Student Teaching Program .....	107
39.3	DoDDS Student Teaching Program.....	107
40	Time and Attendance .....	109
40.1	Overview.....	109
40.2	Certification of Time and Attendance.....	109
40.3	Supervisor’s Responsibility .....	109
41	Labor Relations .....	110
41.1	Applicability .....	110
41.2	Authority .....	110
41.3	Employee Rights.....	110
41.4	Collective Bargaining Agreement.....	110
41.5	Grievance Procedures .....	110
41.6	Collaborating with Union Officials .....	111
41.7	Memoranda of Understanding .....	111
41.8	Assistance .....	111
	MANAGEMENT.....	112
42	Pledge of Allegiance / The American Flag.....	112
42.1	School Policy .....	112
42.2	Student Rights.....	112
42.3	Student Responsibilities.....	112
42.4	Display of the Flag of the United States .....	113
43	Religious Expression and Activity.....	114
43.1	Introduction.....	114
43.2	Student Prayer and Religious Discussion .....	114
43.3	School Sponsorship of Prayer.....	114
43.4	Use of School Facilities by Student Religious Groups.....	114
44	School Calendar .....	115
44.1	DoDDS School Year Calendar .....	115
44.2	DDESS School Year Calendars .....	115
45	Eligibility .....	116
45.1	DDESS Eligibility.....	116
45.2	Eligibility for DoDDS.....	118
45.3	Eligibility for Kindergarten and First Grade.....	120
45.4	Feeder Plan.....	122
45.5	Non-DoD Schools Program .....	123
46	Opening and Closing of Schools.....	124
46.1	Routine.....	124
46.2	Temporary Evacuation.....	124
46.3	Permanent Changes to Schools.....	125
47	Safety, Security, Antiterrorism, and Emergency Planning.....	127
47.1	Safety .....	127
47.2	Security .....	128
47.3	Antiterrorism and Emergency Planning.....	130
48	Procurement .....	134
48.1	Procurement Process.....	134
48.2	Procurement Offices .....	134
48.3	Making a Purchase.....	134
48.4	Receipt .....	135
48.5	Unauthorized Commitments .....	135



48.6	Personal Services Contracts .....	135
49	Ethics and Legal Issues .....	136
49.1	Copyright .....	136
49.2	Ethics Issues.....	139
49.3	Freedom Of Information Act .....	143
49.4	Privacy Act Of 1974 .....	144
49.5	Confidentiality of Student Records.....	145
49.6	Professional Liability Insurance .....	147
49.7	Bloodborne Pathogens Exposure Control .....	148
50	Technology .....	150
50.1	Information Technology Office .....	150
51	Facilities.....	151
51.1	Custodial Services.....	151
51.2	Sustainment.....	151
51.3	Recapitalization.....	152
51.4	Work Order Follow-up .....	152
51.5	Use of School Facilities .....	153
51.6	Interim Facilities .....	153
51.7	Hazardous Material Programs.....	153
51.8	Annual School Safety Inspections .....	154
52	Property / Services Management .....	155
52.1	Property.....	155
52.2	Mail Procedures .....	157
52.3	Student Meal Programs.....	157
53	Transportation.....	159
53.1	Commuting / Walking.....	159
53.2	Transportation for Curricular and Co-curricular Activities.....	162
53.3	Transportation Management .....	166
53.4	Safety and Security .....	167
54	Financial Management Procedures .....	169
54.1	DoDEA Budgeting Process.....	169
54.2	Unfinanced Requirements.....	170
54.3	Non-DoD Tuition Collections.....	171
54.4	Student Activity Funds .....	172
54.5	Utilization of Substitutes .....	173
54.6	Fiscal Terms and Definitions .....	174
55	Travel .....	175
55.1	Official Temporary Duty Travel.....	175
55.2	Local Area Travel .....	175
55.3	Travel and the Government Charge Card .....	175
55.4	Use of Premium-Class Flight Accommodations.....	177
55.5	Gifts of Travel.....	178
55.6	Frequent Flyer Benefits.....	178
55.7	Spousal Accompaniment on Official Travel.....	178
56	Home Schooling.....	179
56.1	DoDEA's Position .....	179
56.2	Student Eligibility .....	179
56.3	Legal Requirements .....	179
56.4	Auxiliary Services.....	179

56.5	Student Conduct.....	180
57	Compliance and Assistance .....	181
57.1	Hotline Program.....	181
57.2	Audits.....	181
57.3	Discrimination.....	182
58	File/Data Management.....	183
58.1	Records (File) Management.....	183
58.2	School Data Management.....	183
58.3	Enrollment Reporting.....	184
59	OMB Circular A-76 / Commercial Activities Program.....	186
59.1	Overview.....	186
59.2	Competition Officials.....	186
59.3	Phases of an A-76 Study .....	186
59.4	Appeal Process.....	187
60	Equal Employment Opportunity .....	188
60.1	DoDEA's EEO Program .....	188
60.2	Responsibilities .....	188
60.3	Supporting the DoDEA EEO Program .....	189
60.4	Handling Complaints and Other EEO Issues.....	189
60.5	Performance Management .....	190
Appendix		
	Sample Letter for Lab Classes. ....	A1
	Sample Trip Forms .....	A2
	Request For Approval of School Sponsored Trips and Excursions.....	A2
	Parent/Sponsor Permission for a Study Trip.....	A3
	Sample End-of-Year/Beginning-of-Year Checklist.....	A4

# CURRICULUM

## 1 Assessments

- References:
- (a) DS Regulation 2000.6, “DoDEA Systemwide Assessment Program,” May 2, 2002
  - (b) 20 USC 924, “Overseas Defense Dependents’ Education, Annual Educational Assessment”
  - (c) 10 USC 2164, “Department of Defense Domestic Dependent Elementary and Secondary Schools”
  - (d) Advanced Placement Policy Memorandum, February 26, 2003
  - (e) PSAT/National Merit Scholarship Qualifying Test Policy Memorandum, September 11, 2002

### 1.1 Philosophy of Assessments

1.1.1 It is DoDEA policy that all system assessments administered in DoDEA measure student performance so that inferences can be made about student achievement in basic skill areas as well as provide a source of information for decision-makers concerning programs and services.

1.1.2 System assessments used in DoDEA must satisfy rigorous technical standards. The assessments selected for use within DoDEA must:

- 1.1.2.1 positively affect instruction and student learning,
- 1.1.2.2 be one of several criterion used for major decisions about student performance/achievement,
- 1.1.2.3 align to clearly defined standards and objectives within the content domain tested,
- 1.1.2.4 be valid and reliable, and
- 1.1.2.5 control for bias.

### 1.2 Purpose of Assessments

1.2.1 System assessments are designed to fairly measure student achievement in different academic subjects. This information is used to:

- 1.2.1.1 help teachers determine the strengths and needs of students in order to work with them to improve their individual academic skills,
- 1.2.1.2 let parents/sponsors know how their children scored in different academic subjects, and
- 1.2.1.3 provide accountability for DoDEA schools.

1.2.2 The testing information is used to help determine how successful DoDEA schools are, and includes norm-referenced tests and criterion-referenced tests. Norm-referenced tests provide a comparison of the basic skills of DoDEA students with the achievements of students in non-DoDEA stateside schools. Criterion-referenced tests provide a measure of how well DoDEA students are performing relative to specific content area standards.

### **1.3 Assessment Ethics and Security**

1.3.1 DoDEA will ensure that all assessment actions and procedures conform with the generally accepted ethical standards of the education profession. Accordingly, any practice that increases students' scores should simultaneously represent and increase a students' mastery of the content domains being measured. Specific ethical practices are listed in Reference (a).

1.3.2 All appropriate DoDEA personnel will sign and submit annually by October 1, a copy of the "Assessment Security and Confidential Integrity Form for Assessment Coordinator and Site Administrator." [Reference (a)]

1.3.3 In accordance with Reference (a), all DoDEA personnel will practice the highest level of assessment security, including but not limited to:

1.3.3.1 document security and disclosure;

1.3.3.2 administration of assessments in accord with specific assessment administration instructions;

1.3.3.3 processing, recording, and/or disposing of assessment instruments and collected data in a manner consistent with DoDEA policy and publisher policy; and

1.3.3.4 conforming with assessment preparation practices in accordance with generally accepted ethical standards of the education profession and in accord with DoDEA policy. [Reference (a)]

### **1.4 Parental/Sponsor Notification**

1.4.1 Parents/sponsors shall be notified prior to any and all DoDEA systemwide assessments.

1.4.2 Parents/sponsors shall be afforded the opportunity to exclude their child (children) from assessments.

1.4.3 In accordance with the specific design of individual assessments, parents/sponsors will be informed of their child's (children's) performance(s) on assessments in a timely manner.

### **1.5 Privacy**

1.5.1 All DoDEA components and personnel shall adhere to the highest standards in the protection of individually identifiable student information and performance on assessments.

### **1.6 Participation**

1.6.1 In accordance with the Individuals with Disabilities Education Act (IDEA), all DoDEA students in the grades identified for system assessments will be included in the program.

1.6.2 Those students who have been identified as having disabilities or as limited English proficient will participate using either the standard DoDEA assessments with or without reasonable and appropriate accommodations, or through the use of the DoDEA Alternate Assessment.

1.6.2.1 The Alternate Assessment is a component of the DoDEA assessment program which ensures that all students with disabilities participate in system-wide testing.

1.6.2.2 The Alternate Assessment measures the performance of students who are unable to participate in the system-wide assessment even when accommodations are provided.

1.6.2.3 The Alternate Assessment permits students with significant disabilities to demonstrate their proficiency toward mastery of daily living skills and knowledge of academic standards. It is most appropriate for students with disabilities who require intensive instruction and extensive support in order to participate meaningfully and productively in daily activities integrated across the school, home, and community.

1.6.3 Home-schooled students who are otherwise eligible to attend DoDEA schools on a tuition-free, space-required basis may participate in system assessments at the request of their DoD sponsor.

1.6.3.1 Home-schooled students choosing to participate in the system assessments will be tested in a classroom with their age-peers at the time normally scheduled for that classroom's assessment.

1.6.3.2 The DoD sponsor of each home-schooled student will receive individual score reports on the student's performance on the assessment.

1.6.3.3 Scores earned by home-schooled students will not be reflected in the school's summary scores.

1.6.3.4 Transportation costs, if any, associated with a home-schooled child participating in the system assessments will be the responsibility of the child's sponsor and not the local school.

## **1.7 Reporting, Analysis, Interpretation, and Dissemination of Assessment Results**

1.7.1 In accordance with the specific design of individual assessments, parents, guardians, and/or sponsors will be informed of their child's performance on assessments in a timely manner.

1.7.2 Mechanisms will be established to ensure accountability and effective use of assessment program test results within the school.

1.7.3 Any analysis or interpretation of assessment results should use reasonable and prudent statistical practices that:

1.7.3.1 produce reliable results;

1.7.3.2 preclude the inference of individually identifiable student results; and

1.7.3.3 account for the strengths, weaknesses, and deficiencies of individual assessment instruments.

## **1.8 Assessment Instruments**

1.8.1 The following assessments will be adopted and in use by DoDEA schools in 2006:

Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12
Norm-Referenced (TerraNova)	.	.	.	x	x	x	x	x	x	x	x	x	.
Math Criterion- Referenced	.	.	.	.	x	.	.	.	x	.	.	.	.
Language Arts Criterion- Referenced	.	.	.	.	x	.	.	.	x	.	x	.	.

Reading Proficiency	.	.	.	x	.	.	x	.	.	.	.	.	.	.
Social Studies Criterion-Referenced	.	.	.	x	.	.	x	.	.	.	.	.	.	.
Science Criterion-Referenced	.	.	.	.	.	x	.	x	.	.	.	.	.	.
End-of-Course	.	.	.	.	.	.	.	.	.	x	x	x	x	.

1.8.2 The National Assessment of Educational Progress (NAEP) is administered to some students in grades 4 and 8 in selected subject areas in years proscribed by the Department of Education. NAEP results are for DoDDS and DDESS only. No individual student, school, district, or area results are received.

1.8.3 End-of-course assessments will be administered in selected critical academic courses at the high school level. The results will provide individual student achievement levels as well as comparative data across schools, districts, areas, and the DoDEA system. Results of the assessments will not be used to determine whether a student passes or fails a course, but will provide meaningful information to the student, parent/sponsor, and teachers concerning strengths and weaknesses of individual students and groups of students.

1.8.4 College entrance exams (SAT and ACT) are normally taken by students in grades 11 and 12 on a voluntary basis.

1.8.5 All 10<sup>th</sup> grade DoDEA students, except for those students who have been approved for participation in an alternate assessment, take the PSAT/NMQT (Preliminary SAT/National Merit Qualifying Test) in the fall of the school year.

1.8.5.1 DoDEA will pay for the tests and analyses. [See PSAT/National Merit Scholarship Qualifying Test - Policy Memorandum September 11, 2002.]

1.8.5.2 The PSAT/NMQT results are sent only to the student, the school, and the DoDEA office. Because colleges do not receive copies of student PSAT/NMQT results, these results have no impact on college entrance requirements.

#### 1.8.6 Advanced Placement Courses

1.8.6.1 In order to receive a weighted grade in an Advanced Placement (AP) course, all students must comply with procedures established in Advanced Placement Policy Memorandum, February 26, 2003. This policy stipulates that all students who satisfactorily complete an AP course must take that course's requisite AP exam. Failure to take the exam results in removal of the weighted grade and replacement with a standard grade on the student's transcript.

1.8.6.2 Students and sponsor will sign an Advanced Placement contract for all AP classes, including those taken by distance learning, in order to ensure their awareness of requirements necessary to receive a weighted grade.

1.8.6.3 All AP exams will be provided by DoDEA at no cost to the student or sponsor as long as the student is currently enrolled in the corresponding AP course. School assessment coordinators will order the AP exams, and DoDEA will pay the College Board for the cost of the exams.

1.8.6.4 The school assessment coordinators will contact the College Board for any exceptions to testing dates including late testing.

1.8.7 System-wide assessments are administered during three test windows.

1.8.7.1 The first test window occurs during the 29<sup>th</sup>, 30<sup>th</sup>, and 31<sup>st</sup> weeks of instruction, which for most districts falls from mid-February to mid to late March. The TerraNova Multiple Assessments, 2<sup>nd</sup> edition, is administered during the first test window.

1.8.7.2 The second test window occurs during the 35<sup>th</sup>, 36<sup>th</sup>, and 37<sup>th</sup> weeks of instruction, which for most districts falls between late March and early May. The tests administered during this test window are the criterion-referenced assessments such as the Balanced Assessment in Mathematics (BAM) and the TerraNova Performance Assessment in Communication Arts (TNPA CA).

1.8.7.3 The third test window occurs during the 40<sup>th</sup> and 41<sup>st</sup> weeks of instruction. For most districts, these are the two (2) weeks prior to the last week of the school year (May/June). The end-of-course assessments are administered during this test window.

1.8.7.4 Test windows for each school year can be found on the DoDEA Website:  
<http://www.odedodea.edu/instruction/support/accountability/assessment2.htm#system> .

1.8.7.5 Actual test administration dates are determined by the district or school in consultation with the area director. When scheduling for the system-wide assessments, schools should remember to include time within the test window for make-up test administration.

## **2 Grading**

- References:
- (a) DoDEA-R 2000.10, "Department of Defense Dependents Schools Progress Reports," August 1, 1995.
  - (b) DoDEA Regulation 2000.1, "Department of Defense Schools High School Graduation Requirements," August 27, 1997, with changes 1- 4.
  - (c) DS Regulation 2000.3, "Student Placement," July 11, 1989.
  - (d) DS Administrative Instruction 2000.9, "Department of Defense Dependents Schools Homework Policy," July 7, 1993.

### **2.1 Grading Guidelines**

2.1.1 Grades measure academic performance and indicate the student's level in meeting achievement of DoDEA academic standards and curriculum objectives. They report achievement relative to measurable curriculum objectives; they do not measure academic potential or social performance. Percentages used in grading must correlate to the DoDEA grading scale.

2.1.2 Grading reflects the teacher's professional judgment of a student's level of achievement. Various methods can influence a teacher's evaluation of a student's mastery of curriculum objectives. Teachers are responsible for justifying their grading system (evaluation design) and the grades assigned to their students. It is understood that within a teacher's grading system (evaluation function), a numerical grade cannot be assigned to every accomplishment or degree of success/failure.

2.1.3 Student progress should be reported in a useful and understandable way to the student and sponsor. The critical issues in grading are the validity and usefulness of the grades for the variety of purposes they are called on to serve, i.e., conveying information on student achievement, providing incentives for students to study, serving as selection criteria, and assisting the student in career and educational planning. The grade given should reflect the teacher's professional evaluation of student achievement and must be clearly justifiable by the teacher. The following guidelines are offered to assist in arriving at a grade:

2.1.3.1 Daily grades. Teachers may employ letters, numbers, or other symbol sets for daily grades. However, all symbols and weighing of class work should be explained in the grading system developed by the teacher and approved by the principal.

2.1.3.2 Quarter or 9-week grades. The quarter or 9-week grades are applicable to elementary, middle, and high schools.

2.1.3.3 Semester or 18-week course grades. The semester or 18-week grade is determined by using the procedure outlined in the grading system designed by the teacher, and is recorded in the teacher's records as a percentage or letter grade. If the 18-week period completes a semester course (60 clock-hours of instruction) for which one-half unit of credit is granted, a notation will be entered onto the student's permanent record. A letter grade will be recorded, and the report card will reflect a letter grade. For semester courses, this is the final grade.

2.1.3.4 Arriving at the grade. Grading begins with individual achievement, not with a preconceived pattern. Any system or curve which predetermines the number or distribution of grades tends to be unfair and unrealistic and is not used in DoDEA. Because the art of test-making is imprecise at best, this guideline does not preclude teachers from adjusting raw scores or using commercially prepared tests and their results when determining student grades. The results of DoDEA system-wide testing programs, and supplements to them, are not to be used in



assigning individual student grades. However, parts or the whole of end-of-course exams may be used as an exam and utilized when determining grades. A normal distribution curve should not be used in arriving at grades.

2.1.3.5 Teacher's grading system (grading evaluation design). Each teacher will develop a percentage-based and/or letter-based evaluation system/design best suited for his/ her class in arriving at the grade to be reported for the grading period. This system must explicitly indicate how grades are to be determined (e.g., the means of weighing tests and assignments), and will be reviewed with the principal or his/her designee. A copy of this evaluation system will be placed in the teacher's grade book and presented to student and parent/sponsor when the student begins the course. Teachers use their judgment on the individual test items and the procedures for scoring tests appropriate for a specific class or subject.

2.1.3.6 Grade composition. Grades should reflect all marks recorded, and each piece of work or assignment is valued according to the individual teacher's grading system. Grades should be determined by individual student achievement. The exception occurs when the accrual of unexcused absences during a grading period may require a lowered or failing grade for that period.

2.1.3.7 Passing grades. A student should be considered to be doing passing work when the grades he/she receives indicate a general level of achievement and a general pattern of acceptable responses. Teachers should carefully consider all work required or accepted. A student's failure or success on one test or one assigned task (e.g., a book report, a research paper) would not normally be sufficient for failing or passing a course or the grading period.

2.1.3.8 Weighted grades. The provision for calculating class rank is based on careful research of current practice in school systems in the United States and on analysis of the unique circumstances found in the DoDEA system. To recognize student achievement in honors, Advanced Placement, and specified international baccalaureate courses in Bahrain, DoDEA computes grade point averages (GPAs) using weighted and unweighted grades which students have received in DoDEA or other school systems. The following point values should be used in calculating the GPA for courses completed in DoDEA:

<u>Unweighted</u>	<u>Weighted</u>
A= 4.0	A= 5.0
B= 3.0	B= 4.0
C= 2.0	C= 3.0
D= 1.0	D= 2.0
F= 0.0	F= 0.0

2.1.3.8.1 Computation of relative student achievement within graduating classes, i.e., class rankings, will be determined on the basis of weighted grade point averages. DoDEA will accept at face value weighted courses completed in non-DoDEA schools by DoDEA students prior to enrollment in DoDEA schools. Transcripts received from non-DoDEA schools will not be modified or altered in any way.

2.1.3.8.2 In determining GPA for students transferring from schools outside the DoDEA system, DoDEA accepts at face value the grades awarded in other systems. However, in some cases other systems' weighted grades are not equitable with DoDEA's scale. Thus, in order to calculate GPA for all students on an equitable basis, the following procedures should be used when entering marks from schools outside the DoDEA system in the school management database:

- 2.1.3.8.2.1 Enter the letter grade earned at the non-DoDEA school. Include marks of “+” or “-”. Point values for the grade will be automatically calculated based on the DoDEA policy. A plus or minus after the grade will be recorded but will not affect the point calculation. For example, “B+,” “B,” and “B-” all count as 3.0.
- 2.1.3.8.2.2 If the course was weighted at the non-DoDEA school, the grade will be counted as a weighted grade, in accordance with DoDEA policy. If the student came from a school that had multiple levels of weighted grades, only courses with the highest level of weighting will be weighted.
- 2.1.3.8.2.3 The grade points and the student’s cumulative GPA will be calculated automatically by the school management database according to DoDEA standards. GPAs for all students being ranked in DoDEA will be calculated on the same basis.
- 2.1.3.9 Frequency of evaluation activities. Teachers conduct frequent and ongoing evaluations in determining a grade for a grading period. Teachers are encouraged to use daily grades, and are required to use at least one grade each week. Weekly evaluation encourages class attendance and consistency in study habits. Grades may reflect formal or informal tests, quizzes, classroom and laboratory participation, teacher observations, homework, and special assignments.
- 2.1.3.10 Final grades. All recorded grades within the grading period, including the final examination and other evaluation activities which are used to measure student achievement of instructional objectives, are used in determining the final grade. Year-long courses (120 hours of instruction) are valued as one unit of credit. Semester courses (60 hours of instruction) are valued as one-half unit of credit. Courses of 30 hours of instruction, or quarter courses, have a final grade value of one-fourth credit (applicable only to middle school, i.e., grades 6, 7, and 8). The grading system used to determine report card grades should reflect student evaluation in reference to instructional objectives. When a student has more than one teacher for a course, the last teacher should assign the final course grade after consulting with the former teacher(s).
- 2.1.3.11 Students with disabilities. All students, including students with disabilities, are graded on a quarterly basis. All grading options available for general education students may be used with students with Individual Education Plans (IEPs). In addition, the Case Study Committee (CSC) may establish a modified grading system in the IEP of a student with a disability. All students with disabilities will receive a GPA calculation and be eligible for any honors that have been established by the school.
- 2.1.3.12 Extra credit. Extra credit is given at the discretion of the classroom teacher. When extra credit is used in determining grades, the extra credit policy should be reviewed by the principal or his/her designee. The extra credit policy should be presented to students and parents/sponsors prior to use.
- 2.1.3.13 Semester examinations. Semester examinations in most school subjects will normally be administered to all students in grades 9-12. Examination schedules should be developed with the instructional staff. Semester examination grades normally should not count more than one-fourth of the semester grade. Semester examinations are not exclusively “semester tests.” Other assigned activities (e.g., student-teacher contracts, special projects, other student assignments) may be used as alternatives to semester examinations in determining the semester grade.
- 2.1.3.14 Removing an “Incomplete” (“I”). Because of late entry during the semester or because of long illness, it may be necessary for a teacher to give an “I” grade at the end of a marking period or even at the end of a semester. Principals must ensure that both the guidance counselor and the teacher determine the length of time the student needs to complete the

unfinished work, and plan with the student so that the make-up work is completed as soon as possible but normally not later than two (2) weeks after the end of the first semester or two (2) weeks after the end of the second semester.

2.1.3.15 Advanced study. Students in 7<sup>th</sup> and 8<sup>th</sup> grade who satisfactorily complete courses in foreign language and Algebra I and above math courses normally taken in grades 9-12, will receive appropriate course credit towards graduation.

2.1.3.16 Appealing grades. Students or parents/sponsors that believe a quarter or semester grade is in error should first meet with the teacher to resolve the dispute. The teacher should be able to explain how the grade was determined following his/her approved grading system. If the dispute can not be resolved with the teacher, the student/sponsor should contact the principal in writing. A meeting that includes, at a minimum, the student, the teacher, the parent/sponsor, and the principal or his/her designee, will be held to attempt to resolve the disputed grade issue. The principal has the authority to make the final decision on the disputed grade. If a grade is changed, the reason for the change should be provided to the teacher in written form.

## **2.2 eClass Grades**

2.2.1 The eClass Grades software program is an electronic teacher grade book that resides on the teacher's classroom computer. The software license allows a copy of the program on the teacher's home computer if desired.

2.2.2 The program allows entry of student assignments, quizzes, tests, and marks with import/export capability into the DoDEA standard school information management system called WinSchool.

2.2.3 Though not mandatory, it is highly desirable to use the program as it is the only DoDEA-supported program with WinSchool. The program may be used for all students including those having an IEP or those in a special program (e.g., ESL or compensatory education) with flexibility in grades and averages. For example, the program can use the DoDEA points and credits table to determine automatic averaging among quarters and semesters, or to allow for an alternate grade which bypasses the traditional table of automatic averaging and allows teachers flexibility in assigning letter grades if they wish.

## **2.3 Promotion/Retention**

2.3.1 Promotion or retention of each student must be considered on an individual basis, and decisions must be based on criteria that reflect positive concern for individual characteristics, strengths, and needs of the student. One criterion must be the extent to which the student can succeed at the next grade level or in subsequent courses.

2.3.1.1 Promotion. A student is regularly promoted in the elementary grades by successfully completing curricular requirements of subject areas for the grade. Promotion in the secondary school is governed by Reference (c).

2.3.1.2 Retention or other placement adjustment. A student placement committee (SPC) will be established by the principal to recommend the placement of a student being considered for a waiver of academic requirements or a double promotion, to validate student success in meeting curricular expectations, to determine retention or promotion, or to make other placement adjustments. The progress of a student whose placement has been adjusted will be reviewed by the SPC. The composition of the SPC and its operating/reporting procedures is outlined

Reference (c).

2.3.2 The principal is responsible for assuring that the SPC fulfills its assigned functions. The final decision on each student's grade and program placement is the principal's responsibility.

## **2.4 Homework**

2.4.1 Reference (d) provides minimum standards for the preparation of school homework policies. School homework policies should be developed locally with the involvement of both faculty and the community. Each school's homework policy should be distributed to all students and parents/sponsors at the beginning of the school year.

## **2.5 Recognition and Awards**

2.5.1 DoDEA recognizes that rewarding outstanding student achievement and performance is an integral part of the education process, and that providing incentives and awards enhances student self-esteem and promotes the goals and mission of DoDEA.

2.5.2 A school awards program may include recognition in a number of areas, e.g., achievement or performance in academics, athletics, school activities, attendance, citizenship, leadership, service, or any other activity deemed worthwhile by the school.

2.5.3 The provision of awards and incentives is the responsibility of the local school. The history, traditions, and current needs of each school should determine the number and nature of the awards given to students. Schools should establish, in writing, the criteria and process for selecting recipients for each award given. The award program should be reviewed at least every two (2) years by the principal in conjunction with parents/sponsors, teachers, and students. The final authority in determining the number, type, and recipients of school awards is the principal.

### **3 Reporting to Students and Parents/Sponsors**

- References: (a) DS Regulation 2000.6, "Standardized Testing Policy," January 26, 1993, with change 1.  
(b) DoDEA-R 2000.10, "Department of Defense Dependents Schools Progress Reports," August 1, 1995.

#### **3.1 Report Cards**

3.1.1 Report cards are issued every nine (9) weeks. Normally, parents/sponsors are notified of unsatisfactory student achievement at the end of the fourth week in each marking period. Parents/sponsors and students should receive notification in sufficient time to allow students to correct the cause of the unsatisfactory achievement.

3.1.2 Distribution of grades (K-12). Grades on report cards will be determined by the degree to which students are achieving established program objectives. Classes that are organized homogeneously will not predispose the learner to receive grades lower than he/she would receive if the student were in a classroom with a normal range and distribution of grades. Distribution of a student's grades for a specific class may be requested and reviewed by the principal before the reports to parents/sponsors are distributed. Principals are responsible for the grading policies within the school and are the final school authority on grades issued.

3.1.3 Kindergarten and elementary school. When parent conferences are held to discuss kindergarten and elementary students' achievement following the first reporting period, the words, "parent conference held," should be written on the card either in place of, or in addition to, the regular notation.

3.1.4 Secondary school. Secondary schools will use approved report cards and the following approved systemwide marking system: A=Excellent, B=Good, C=Average, D=Poor, F=Failing, I=Incomplete, E=Passing on the basis of effort, P=Passing, N=No Grade (Used in pass/fail courses in lieu of "F"), WP=Withdrawn Passing, and WF=Withdrawn Failing. The use of "+" and "-" to denote slightly higher or lower grade marks is approved for use on report cards but will not place any value on the grade point average (GPA).

3.1.4.1 Use of the Incomplete or "I" grade. An "I" may be given in a subject, at the discretion of the teacher, when the student is not able to complete the required assignments due to late entry, prolonged illness, or excessive approved absence from school. Guidance counselors and teachers should determine the length of time needed to complete the work. If the work is not completed in the allotted time, the "I" grade should be changed to a grade representing the value of the work accomplished as a portion of the total course requirement. The time allotted for completion should not normally extend beyond two (2) weeks after the end of the 9-week grading period or more than four (4) weeks after the final grading period. The grade "I" will not be recorded on the permanent record card (transcript). In preliminary computations of the student's GPA, the grade of "I" is equivalent to zero (0) grade points.

3.1.4.2 Use of the Effort or "E" grade. An "E" is used to denote that a student's achievement level is below that for a passing grade but that he/she has worked up to capacity. Students receiving the grade of "E" will receive credit for the course. A grade of "E" is equivalent to a grade of "D" for purposes of computing a student's GPA.

3.1.4.3 Passing or "P". A "P" grade is used for passing a pass/fail course. Credits earned in this type of course are applicable to graduation requirements but are not used in computing the GPA. The grade of "P" is applicable for non-credit courses such as staff assistant, and credit by

examination. Exception to this policy is for students receiving home schooling and special education.

3.1.4.4 No Grade or “N”. The “N” grade is used to show that a student did not achieve passing mastery in a pass/fail course. The “N” grade will result in the course appearing on the student’s transcript, but no credit will be awarded and the course will not be included in the computation of the student’s GPA. “N” may be used whenever, in the opinion of the principal, the assignment of a grade is not appropriate.

3.1.4.5 Withdrawn Passing or “WP” / Withdrawn Failing or “WF”. If a student withdraws from a course between the period beginning with Week 2 and prior to Week 6 of the semester, the grade of “WP” may be given. A “WP” notation will be made for withdrawing from a 9-week course if withdrawal is within the first two (2) weeks. A “WP” notation may be removed from the student’s permanent record by repeating the entire course. A “WP” is not used in GPA computations. If a student withdraws after Week 6 of the semester, a grade of “WF” is given. A “WF” notation may be removed from the student’s permanent record by repeating the entire course. A “WF” is counted as an “F” in GPA computation.

3.1.4.6 Use of “+” or “-”. The use of “+” or “-” with grade marks is authorized for use on report cards and permanent record cards. However, the “+” or “-” does not have any value in computing a student’s GPA.

3.1.4.7 Grade Point Average (GPA) [DoDDS only]. A student’s GPA will be determined in accordance with the preceding guidelines. Each course will have equal value and may not be weighted on any criteria other than for the credits involved. All courses having grade point value must be used in computing GPA. The formula used is the sum of the products of the total credit earned for each mark and the grade point value of the mark, divided by the number of credits attempted. In this computation the approved marks have the following values:

<u>Grade</u>	<u>Grade Point Value</u>
A = 90–100%	4.0
B = 80–89%	3.0
C = 70–79%	2.0
D = 60–69%	1.0
E	1.0
F = 59% and below	0.0
I	Not used in computation
P	Not used in computation
N	Not used in computation
WP	Not used in computation
WF	0.0
+ and –	Not used in computation.

3.1.4.8 Class ranking for graduation. Class rankings for graduation will be determined following the second semester of the senior year for students enrolled at the end of the fourth quarter. All letter grades with a high school course code will be averaged to determine class rankings for graduation honors. Grade 7 and 8 students who enroll in a foreign language and/or an Algebra I or higher level math course should be aware that grades earned in these courses will count towards high school credit and their GPA.

3.1.4.9 Eligibility for academic honors. The determination of GPA for class valedictorian

will be based on student grades attained at the end of the second semester of the graduating year. Students who are graduating early, i.e., after completing six (6) semesters of high school, are also eligible to compete for this honor. Students must have been enrolled in a DoDEA school during the first semester of the graduating year to be eligible for academic honors.

### **3.2 Achievement Test Results (K-12)**

3.2.1 The individual student results of achievement testing will be reported to the parent/sponsor as well as the student and the classroom teacher(s).

3.2.2 Test results will become part of the student's permanent academic record.

### **3.3 Transcripts (Secondary)**

3.3.1 Incoming students. Principals will ensure that all requests for student data on newly enrolled students is sent to the previous school within one (1) week after registration. A log or register of requests should be maintained to indicate the dates that requests were sent and the dates that records were received.

3.3.2 Withdrawing students. Principals will ensure that all requests for transcripts of credits are fulfilled within two (2) working days after receipt. A log or register should be maintained which indicates the action taken. One copy of the permanent record card will be prepared and given to the student. An official transcript of high school credits will be sent to any school upon the signed request of a student or parent/sponsor; a copy will be sent to the next receiving school or authorized organization if the parent/sponsor has authorized this release on the registration card. Parents/sponsors can also request an official copy of the transcript to take with them when they withdraw their child/children from school.

### **3.4 Parent Conferences**

3.4.1 With the approval of the district superintendent or his/her designee, classes may be dismissed early or students released for two (2) full days in order to conduct parent-teacher conferences.

## **4 Professional Development**

References: (a) DS Regulation 5000.9, "Educator Licensure Program," February 6, 2001

### **4.1 Staff Development**

4.1.1 Job-embedded professional development promotes better retention and transference to the work environment. The DoDEA Community Strategic Plan (CSP) and School Improvement Plan (SIP) provide the framework for school-wide professional development training. Effective professional development improves the learning environment for students.

4.1.2 The school administrator is responsible for the identification of local in-service needs, for the support of in-service requirements (utilizing locally available resources), and for requesting above-school-level support if resources are not available locally.

4.1.3 Release time for in-service conferences or workshops must have the approval of the district superintendent. The purpose, amount of time, and dates should be included in the requests, as well as the number of personnel involved. The principal should consult with the appropriate union officials when planning school-wide professional development.

4.1.4 It is important to consider the value of school complex coordination to plan and execute in-service activities both for financial reasons and for community impact.

4.1.4.1 When appropriate, schools within a complex should combine professional development training to maximize use of personnel and minimize costs.

4.1.4.2 When in-service training requires student release time, community acceptance of the release time can often be ensured by advance information, an invitation to participate, and feedback of relevant information.

4.1.4.3 Needs assessments, goals of the school improvement plan, and the DoDEA curriculum review cycle are indicators of in-service requirements.

4.1.4.4 School administrators are to work closely with the district superintendent's office to ascertain if all identified needs are being met adequately by proposed in-service training programs.

### **4.2 Staff Assistance**

4.2.1 Members of DoDEA headquarters staff, the area director's office, and the district superintendent's staff will conduct periodic visits to schools. Visits may be made as a result of a request from the school, in conjunction with a curriculum or instructional focus, or other fact-finding missions. Groups or individuals conducting extended school visits will share their observations and recommendations with the local school administrator prior to their departure. When appropriate, written reports will be forwarded to the principal following the staff visit. School administrators should be notified of staff visits prior to the visits.

4.2.2 The local principals may be requested to arrange courtesy calls to the installation commander and other key community leaders.

### **4.3 Professional Organizations**

4.3.1 Each professional staff member should be encouraged to join and support professional



organizations. Through these professional organizations teachers not only remain abreast of information pertinent to their major field of concentration, but they also can stay current with educational trends in general.

#### **4.4 Attendance at Professional Meetings and Conferences**

4.4.1 Request to attend professional meetings should be forwarded to the superintendent and, where applicable, the area director.

#### **4.5 Professional Development Days**

4.5.1 The policy on the use of teacher professional development days is based upon the need to continually strengthen the instructional programs for DoDEA students as outlined in the CSP and the DoDEA curriculum development cycle, and to target annual priorities.

4.5.2 Professional development days are allocated in the following manner:

4.5.2.1 those allocated for district sponsored training, and

4.5.2.2 those allocated for DoDEA Headquarters training.

4.5.3 Professional development days are provided to the area offices for dissemination to the schools.

4.5.3.1 Professional development days per district are allocated to areas on a prorated basis.

4.5.4 Professional development days are to be used by professional educators when attending training on regularly scheduled duty days. This includes, when applicable, summer training.

#### **4.6 Recertification**

##### **4.6.1 Recertification for DoDDS Educators**

4.6.1.1 DoDDS educators must be recertified every six years. The basic requirements for recertification are:

4.6.1.1.1 Six (6) hours of undergraduate or graduate credit level coursework at an accredited institution must be completed after the date listed on the current certificate.

4.6.1.1.2 Three (3) of the six (6) semester hours may be earned in subject areas that will qualify the educator for another position category within DoDEA.

4.6.1.1.3 Recertification credit may not be carried over from one 6-year recertification period to the next.

4.6.1.2 DoDDS educators must apply for recertification at least 12 months prior to the expiration date of their current certificate to avoid receiving a "Projected Notice of Deficiency." Procedures for recertification are:

4.6.1.2.1 Complete an application (DS Form 5070). Write "recertification" at the top of the form and on any other form of written communication.

4.6.1.2.2 Fax the completed application and other official transcripts, signed as "true copy" by the building administrator, to PERCU Unit at Headquarters at (703) 696-2699.

4.6.1.2.3 Follow with hard copy to DoDEA/DoDDS, PERCU, 4040 N. Fairfax Drive, Arlington, VA 22203-1634.

4.6.1.2.4 Maintain personal copies of all official transcripts and accompanying documents.

#### 4.6.2 Recertification for DDESS Educators

4.6.2.1 DDESS educators must follow their state certification policies. DDESS teachers may request a DoDDS certificate.

## **5 Instruction**

References: (a) 2001-2006 Community Strategic Plan  
(b) 2000.5 – Curriculum Development Assessment Adoption Cycle

### **5.1 Curriculum Standards**

5.1.1 Standards for all subject areas can be located on the DoDEA Webpage, [www.odedodea.edu](http://www.odedodea.edu) .

### **5.2 Curriculum Development Assessment Adoption Cycle**

5.2.1 The 2001-2006 DoDEA Community Strategic Plan (CSP) addresses the need for a systematic process for periodically reviewing and revising curriculum standards, purchasing materials, identifying courseware and technology infrastructure requirements, aligning assessments, developing curriculum tools, disseminating best practices, and assessing the quality of curriculum standards implementation. DoDEA uses the curriculum development cycle (CDC) to systematically address the various tasks and phases of developing and implementing a program.

5.2.2 These tasks are divided into six major steps: (1) evaluation of program implementation; (2) standards development, assessment, and materials review; (3) purchase of materials/assessments; (4) pre-implementation training; (5) full implementation and training; and (6) program improvement and monitoring.

5.2.2.1 All of the tasks included in the cycle can be viewed on the DoDEA Webpage under “Instruction,” which contains a link to the curriculum development assessment adoption cycle.

### **5.3 Instructional Time**

5.3.1 The principal will schedule the required hours of instructional time, the length of the lunch period, the length of “passing” time between classes, recess time, the time and placement of the co-curricular activity period, and any other required time periods in accordance with local needs and any applicable negotiated agreements. These and other factors should be used by the principal to coordinate action with the school’s officer and the school bus office in determining the time the school day begins and ends. Other external factors include local transportation conditions and local weather conditions.

### **5.4 Daily Schedules**

5.4.1 Classroom teachers’ daily schedules may be developed when applicable. Many present classroom practices do not lend themselves to rigid time schedules. Principals should ensure that teachers to giving appropriate emphasis to the various curriculum areas the DoDEA curriculum content standards.

5.4.2 The use of modified schedules in schools should be coordinated with the school community.

5.4.2.1 Input should be sought from students, parents/sponsors, faculty, military commands, district superintendents, and educational research to decide the types of schedules that best fit the needs of the local school community.

5.4.3 Teacher specialist schedules should be developed or approved by the principal after consultation with the appropriate staff members. Such schedules may change as the needs of

students change.

5.4.3.1 Those resource teachers who conduct student screenings early in the school year may not have established schedules until the screening is completed. Principals and faculty should consider individual needs of students when using specialists. The schedule of specialists who must administer assessments throughout the school year will reflect time for such administration when no student contact is scheduled. Each specialist will work with the general education teacher(s) to develop a draft schedule to submit to the principal for approval. The schedule should reflect time for collaboration, meetings, and test administration when no student contact is scheduled.

## **5.5 Lesson Plans**

5.5.1 Systematic planning for the achievement of learning goals is a major factor in a successful instructional program. Lesson plans, which reflect such planning, are required from each teacher. The principal has the right to review lesson plans.

## **5.6 Supplemental Curriculum**

5.6.1 In DoDEA, administrators may request courses to supplement the school curriculum when enrollment or staff limitations restrict school course offerings. Requests to supplement the regular school program are submitted to the district superintendent.

## **5.7 Correspondence Courses**

5.7.1 Counselors and subject matter teachers may recommend to the principal that he/she approve student enrollment in correspondence courses when a required or elective course is not scheduled in the regular school program, or where there is a schedule conflict denying the student the opportunity to enroll in the course. Correspondence courses may be approved in lieu of summer school.

5.7.2 Correspondence courses may be authorized and purchased by the principal in order to supplement the curriculum. A maximum of four (4) units of such credit may be accepted unless such courses are authorized for students with disabilities, or for students residing in locations where an accredited high school is not available for resident study.

5.7.3 When it is not practical to use either a DoDEA-operated school or a DoDEA-contracted school, other accredited home instruction courses may be approved by the area director when recommended for approval by the district superintendent.

5.7.4 When correspondence courses are used, the school principal has the responsibility to ensure monitoring and supervision of these courses.

5.7.5 Students cannot be required to take more than a total number of six (6) full-time courses, including both regularly scheduled school classes and correspondence courses. To complete additional correspondence courses, students must have the recommendation of the related subject matter teacher before the principal may authorize the course.

## **5.8 Distance Learning**

5.8.1 The DoDEA Electronic School (E-School) provides educational opportunities for students in grades 9-12. The emphasis in DoDEA-sponsored distance learning courses and activities is to

provide students and teachers a means to collaborate and work together at a distance using a variety of electronic communications systems such as computer conferencing, video teleconferencing, and Internet-based technologies. The DoDEA distance learning environment centers around a communications network which allows students to work together asynchronously without ever seeing their teacher(s) or each other in a face-to-face setting. Students benefit from this environment as they are encouraged to learn “on their own” without immediate feedback. Students learn to find the answers to some questions by themselves through discovery and research. In addition, since all communications are in written form, students can improve their writing skills.

5.8.2 The DoDEA E-School provides distance learning courses to high school students who might not be able to take such courses due to one or more of the following reasons:

5.8.2.1 A qualified instructor is not available to teach a course at the student’s local school.

5.8.2.2 The local school is unable to offer a course due to low enrollment in that particular course.

5.8.2.3 A conflict in the student’s schedule does not allow a student to take a particular course at the local school.

## **5.9 Transition Planning – Six Year Plan**

5.9.1 The DoDEA Six-Year Education/Career Plan is designed to assist families—both parents/sponsors and students—with formalizing a plan that directs the student’s education so that the appropriate classes are taken and the relevant experiences are provided to fulfill high school graduation requirements and meet future college and career goals. Guidance counselors and teachers can assist students and parents/sponsors in filling in the Plan, which begins in grade 7 and continues through grade 12. The Plan is designed as a tool to help create a meaningful record for advanced studies, work applications, military service, and/or other post-secondary endeavors.

## **5.10 Support Labs for Reading, Language Arts, Algebra I, and Geometry**

5.10.1 Reading Lab classes focus on improving reading achievement for students not reading at grade level through the use of a whole group instructional model with small group rotations. Whole group instruction provides modeled or independent reading using leveled literature to model or practice good reading strategies. Small group instruction provides daily student-teacher interaction to build skills that facilitate the reading of increasingly complex materials. Major topics studied include the essential components of reading, i.e., vocabulary development, building fluency, comprehension, study/reference skills, and reading in the content areas. The target audience for this class is students scoring at the 25<sup>th</sup> percentile or lower on the TerraNova. Each high school will offer one or more sections of Reading Lab classes based on the number of students who meet the guidelines.

5.10.2 Language Arts Lab classes focus on improving the reading, writing, speaking, and listening skills of students scoring between the 25<sup>th</sup>–50<sup>th</sup> percentile on the TerraNova. A planned progression of skills and content knowledge in narrative and informational text will be provided in a classroom setting using writing, inquiry, collaboration, and reading strategies in content area text, trade books leveled to match students’ instructional levels, and supplementary and reference materials. Each high school will offer one or more sections of Language Arts Lab classes based on the number of students who meet the guidelines.

5.10.3 Algebra I/Geometry Lab classes focus on helping students successfully complete their Algebra I or geometry courses. Students targeted for Lab classes are those with recent TerraNova or

other standardized mathematics test scores below the 50<sup>th</sup> percentile, or those having additional data indicating their need for support. Activities in Lab classes will reinforce and enhance understanding of the concepts taught in Algebra I or geometry through the use of graphing calculators, computer software, manipulatives, and other varied approaches and resources. Each high school will offer one or more Algebra and Geometry Lab sections based on the number of students who meet the guidelines. The Lab classes offer elective not mathematics credit.

5.10.4 Major evaluation techniques. Students will be evaluated using assessments which document their growth and improvement in understanding the concepts defined in the Lab classes (i.e., reading, language arts, Algebra I, and geometry). Evaluation processes may include written and oral work including presentations, journals, homework, reports, investigations, long term projects, and a variety of test formats.

## **6 Special Curriculum Issues**

References: (a) DoDEA Manual 2700.3, DoDEA Health Education Performance Standards, dated March, 2003

### **6.1 Alcohol, Tobacco, and Other Drug Use**

6.1.1 It is a goal of DoDEA to prepare students to make wise decisions on matters related to personal, family, and community health. Therefore, each principal will ensure that within the total educational program there is comprehensive instruction on alcohol, tobacco, and other drug use which enables students to achieve the health literacy concepts and skills as outlined in Reference (a). Areas to be included are (1) benefits and risks of medicinal drug use; (2) short- and long-term effects of non-medicinal drug use; (3) the variety of influences on the use of alcohol, tobacco, and other drugs, (4) strategies for prevention, intervention, and treatment; (5) skills for accessing valid health information, (6) intrapersonal and interpersonal communications skills; (7) applications of thinking processes, and (8) health-enhancing self management skills. The school should encourage and support student organizations and activities that develop a positive peer influence in this area. There should be a climate whereby students may seek counseling without reprisal. Comprehensive school health education experiences, in partnership with parents/sponsors and the community, can provide the means to enable students to take responsibility for promoting health and avoiding risk-taking behavior.

### **6.2 Ethical/Moral/Religious/Family Life Education.**

6.2.1 Principals should be aware of issues in the area of First Amendment Rights. The selection of courses for students is shared by students, school personnel, and parents/sponsors. Students cannot be required to take courses if they (if over 18 years of age) or their parent/sponsor objects to the course on the grounds that it is in violation of their freedom of religion. The burden of proof in such a situation rests with the individual.

6.2.1.1 Students and parents/sponsors should be aware that graduation from a DoDEA high school is contingent upon the successful completion of certain required courses for which waivers or substitutions may not be granted.

6.2.2 Family life and sex education programs include the study of family dynamics, growth and development, aging, human sexuality, and sexually-transmitted diseases education. Parents/sponsors should be informed that these areas are being taught as part of the DoDEA curriculum. Principals should ensure that letters are sent to parents/sponsors to give them the opportunity to review course materials prior to presentation.

6.2.3 Opt-Out Clause. Principals may be asked to provide an alternate curriculum when a course or segment of a course is in conflict with a parent/sponsor's beliefs.

### **6.3 Challenged Materials**

### **6.4 Contests**

6.4.1 Many contests, including sponsored contests, are of doubtful educational value. Principals

should carefully evaluate all proposed contests in the school. The conditions which are required for contest approval in DoDEA are:

- 6.4.1.1 Class time will not be used to conduct contests.
- 6.4.1.2 Student participation cannot be required; it must be voluntary.
- 6.4.1.3 Staff members cannot be involved in any capacity during school hours.
- 6.4.1.4 No contest may be considered by the school without prior approval of the district superintendent.

## **6.5 Anti-Terrorism Awareness**

6.5.1 The anti-terrorism awareness program for students is integrated as a permanent part of the school curriculum.

6.5.1.1 At the elementary level, in classes, and through the guidance program, anti-terrorism awareness addresses the basics of personal safety and security.

6.5.1.2 At the secondary level, students discuss personal security and the broader issues of global terrorism as part of the social studies curriculum, the school guidance program, and peer helper activities.

6.5.2 Host installation security personnel may be requested to participate (e.g., in an “officer friendly” segment for young children, or as a source of information about local security issues).



## **7 Granting Middle School and High School Credit**

References: (a) DoDEA Regulation 2000.1, "Department of Defense Schools High School Graduation Requirements," August 27, 1997, with changes 1- 4.

### **7.1 Granting of Credit**

7.1.1 Credit is granted only upon the completion of a course of study. DoDEA uses the "Carnegie Unit System" for granting credit. A full Carnegie unit (one credit) may be earned for a completed course of study containing 120 instructional hours (i.e., clock hours of student/teacher interaction). One-half unit of credit may be earned for completing a course of study of 60 hours of instruction, and one-fourth Carnegie unit of credit may be awarded for a completed course of 30 hours duration. Master schedules may be programmed in a variety of ways to ensure that the required instructional clock hours are provided.

### **7.2 Length of Courses**

7.2.1 Courses vary in length. The duration may be as short as nine (9) weeks or the equivalent of 30 clock-hours. Semester courses scheduled for 18 weeks duration are the equivalent of 60 clock-hours. Year-long courses are 36 weeks in length and require 120 hours of instruction. All grades are to be reported quarterly.

### **7.3 Credit Values**

7.3.1 Quarter credit. Each 9-week reporting period represents a portion of the final grade to be granted upon completion of the course. A 9-week period represents 30 clock-hours of instruction.

7.3.2 Semester credit. Semester grades represent two 9-week reporting periods which make up that period of instruction. Final semester grades represent a completed course of 18-weeks' duration or 60 clock-hours of instruction. One-half credit will be entered on the student's permanent record.

7.3.3 Year credit. The final grade for a completed course of 36 weeks or 120 instructional hours represents student achievement for a year's course as reported for the 9- and 18-week reporting periods throughout the year. The credit value for a year's course is one Carnegie unit.

7.3.4 Repeating a failed course. Courses which are failed may be repeated to earn credit. The student's permanent record will show that the course was "failed" and repeated. If the repeated course is "passed," credit will be given for the course. The grade will be for the most recent course taken.

7.3.5 Repeating a credit course. With the permission of the principal, and on a space-available basis, a course for which credit is granted may be repeated for content or skill mastery. Credit will be given only once and the grade will be for the most recent course taken. The student's permanent record will show that the course was repeated. Students repeating a course in which weighted grades are assigned will receive credit only for the most recent course taken. The grade point average (GPA) will reflect the most recent course taken. In the case where a student fails a course required for specific graduation requirements, he or she may repeat the course more than once.

7.3.6 Repeating courses before graduation. If a course is repeated before the student graduates, the grade received for the repeated course will be entered on the student's permanent record. The grade

for the repeated course may alter the student's GPA and class ranking.

**7.3.7 Repeating a course as a postgraduate student.** If a course is repeated by a postgraduate student, the grade received for the repeated course will be entered on the student's permanent record. The grade for the repeated course may alter the student's GPA, but will not alter the student's class ranking.

**7.3.8 Other ways to earn credit.** In addition to granting credit for courses taught in scheduled classes, provision is made for credit-by-examination covering the course content ordinarily included in a regular school course in the subject. Provision is also made for college courses, planned programs of independent study, extension and correspondence study, and summer school, which have been established as comprising the equivalency of a unit of work meeting DoDEA curriculum requirements and are approved by the principal. Criteria for granting credit under these provisions is found in "Provisions for Granting Credit in Member Schools," a section in the North Central Association (NCA) brochure, "Policies and Standards for the Accreditation of Secondary Schools."

**7.3.9 Credit by examination.** Credit by examination requires the teacher to use the same or comparable assessment device and procedure that would be used during the regular class examination period to measure a student's mastery level of the course of study. Students who earn credit by examination will receive a mark of "P" for passing the examination. The credit is applicable to graduation requirements but will not be used in computing the student's GPA. Students earning credit by taking an examination in their native language will receive a mark of "P" for passing. Credit may be granted by the principal for satisfactory performance on proficiency examinations.

**7.3.10 College courses for credit prior to graduation.** A college level course may be used in place of a high school subject required for graduation if the course content covers the same course content prescribed by the DoDEA curriculum. If the course does not satisfy DoDEA curriculum requirements, the course may earn students elective credit toward graduation. Students may be excused from school to attend a local college to take a college level course in lieu of a high school course in cases of scheduling conflicts or unavailability of certified instructors, etc. In such cases, high school credit will be granted toward high school graduation requirements. The grade awarded by the college will be used for the GPA and class ranking. In addition, college courses not taken during school hours (e.g., evening, summer, and weekend courses) may, at the student's request, be used by the student to satisfy DoDEA graduation requirements, GPA, and class ranking.

**7.3.11 Course enrollment without credit.** With the principal's and teacher's permission, and on a space-available basis, students may enroll in an audit status (without grade or credit) for content or skill mastery or to satisfy an interest. The student's permanent record will record the course with an audit notation, and will not show grade or credit notation. The course will not affect the student's GPA, class standing, or ranking.

**7.3.12 Dropping a class.** Upon request of the parent/sponsor of a student under 18, or for a student who is 18 with notification to the parent/sponsor, a student may withdraw from a course. The request, with justification to withdraw, must be submitted in writing to the guidance counselor. All withdrawals must be documented. Exceptions to the guidance provided below will be determined by the principal with advice from the guidance counselor and/or the teacher of the course.

**7.3.12.1 Withdrawn Passing ("WP").** If a student withdraws from a course between the period beginning with Week 2 and prior to Week 6 of the semester, the grade of "WP" may be given. A "WP" notation will be made for withdrawing from a 9-week course if withdrawal is within the first two (2) weeks. A "WP" notation may be removed from the student's permanent record by repeating the entire course. A "WP" is not used in GPA computations.

7.3.12.2 Withdrawn Failing (“WF”). If a student withdraws after Week 6 of the semester, a grade of “WF” is given. A “WF” notation may be removed from the student’s permanent record by repeating the entire course. A “WF” is counted as an “F” in GPA computation.

## **7.4 Grade Level Classification**

7.4.1 Freshman class (9<sup>th</sup> grade). Beginning with the 2003-2004 academic year, a student must have met the requirements for completion of grade 8 or must have been previously enrolled in grade 9.

7.4.2 Sophomore class (10<sup>th</sup> grade)\*. Beginning with the 2002–2003 academic year, a student must have earned a minimum of six (6) units of credit in preparation for graduation. The student must meet the criteria for normal sequencing of coursework in preparation for graduation.

7.4.2.1 An exception may be made if a student enters a DoDEA school after the beginning of the freshman year provided the student is still able to meet the criteria for normal sequencing of coursework toward graduation as indicated on the student’s Six-Year Plan. DoDEA students participate in the PSAT that is funded by DoDEA in their sophomore year.

7.4.3 Junior class (11<sup>th</sup> grade)\*. Beginning with the 2002–2003 academic year, a student must have earned a minimum of 12 units of credit. The student must meet the criteria for normal sequencing of coursework in preparation for graduation. A rising sophomore with 10 credits may be considered a junior if the student’s Six-Year Plan indicates 14 credits to be earned in the junior and senior years.

7.4.3.1 Students who plan to spend the usual four years in high school (grades 9-12) before entering college full-time must take the PSAT/NMQT in their junior year. Although DoDEA students take the PSAT in their sophomore year, they are required to take it again in their junior year if they are spending four years in high school in order to enter the Merit Program.

7.4.4 Senior class (12<sup>th</sup> grade)\*. Beginning with the 2002-2003 academic year, a student must have earned a minimum of 18 units of credit. The student must meet the criteria for normal sequencing of coursework in preparation for graduation. A rising junior with 17 credits may be considered a senior if the schedule for the senior year shows seven (7) credits to be earned in the senior year.

7.4.5 Postgraduate students. Those students who have already earned a high school diploma but would otherwise would be eligible to attend a DoDEA high school and who still do not meet specific college entrance requirements, may be enrolled in a DoDEA high school in the category of space-available, tuition-paying in order to meet college requirements.

7.4.5.1 In most cases, students transferring to DoDEA high schools from high schools in the United States during their junior or senior year are able to meet the entrance requirements for the type of post-secondary institution they wish to attend. There are some students, however, who, because of frequent transfers or having attended high schools where certain college requirements were not taught, are able to earn the required units for high school graduation but are not able to meet specific college entrance requirements.

7.4.5.2 Enrollment for such students should be restricted to those courses which are required for admission to institutions of higher education, or which are determined by the principal as having specific value to the student’s future vocational opportunities or educational program.

7.4.5.3 Students admitted under this policy will be required to maintain satisfactory standards of achievement and conduct.

7.4.5.4 In no case may a student who has completed eight (8) semesters of high school or graduated from high school participate in interscholastic activities.

\*All exceptions should be requested by the student/sponsor via the guidance counselor. The guidance counselor should submit the request for exception to the high school principal for approval.

## **7.5 Requirements for Graduation**

References: (a) DoDEA Regulation 2000.1, “High School Graduation Requirements,” August 27, 1997, with changes 1-4.

(b) DS7.02 Academic Progress—Instructions for Entering SIMS Data

7.5.1 Issuance of a DoDEA diploma. Students who meet the minimum graduation requirements as set forth in Reference (a) will receive a DoDEA Diploma. Students must be enrolled in DoDEA high school for at least a minimum of two (2) courses during their senior year in order to receive a diploma.

7.5.1.1 Students who elect to receive a high school diploma from a non-DoDEA school will not receive a DoDEA diploma.

7.5.2 Required and elective courses. A required course is one that every student must complete for graduation. An elective course is one that is not required for graduation but is chosen by the student after consultation with the counselor, and/or the faculty advisor, in order to meet future educational and career needs.

7.5.2.1 If, after conferring with the counselor and subject matter teacher, the student and/or sponsor insists on the student taking a course that is not recommended, DoDEA will make every effort to support the family in its decision and to prepare the student for graduation.

7.5.2.2 DoDEA has an open enrollment policy for all of their courses.

7.5.3 Graduation requirements. Graduation requirements are found in Reference (a). Beginning with the 9<sup>th</sup> grade class of school year 2003-2004, (i.e., graduating in school year 2006-2007), students will need to have a grade point average of 2.0 or better in order to graduate from DoDEA schools.

7.5.4 Transfer students. DoDEA will accept the official grades and courses of transfer students.

7.5.4.1 Courses interrupted by transfer may be continued to completion if, in the judgment of the principal, the time lost in transfer did not impact negatively on the student’s chances for successful completion.

7.5.4.2 Students enrolling in a DoDEA school during their senior year may graduate by meeting the requirements of their previous school if, through no fault of their own, they cannot meet DoDEA graduation requirements.

7.5.5 Early graduation. Generally, students are expected to complete an eight (8) semester high school program to prepare for graduation. Upon application, students may be graduated early after completing graduation requirements if (1) they have clearly demonstrated scholastic aptitude or

vocational readiness, (2) there is a financial need for early entry into the labor market, or (3) health or other mitigating circumstances would best be served.

7.5.5.1 An application for early graduation, with parental approval, must be received in writing. The application for early graduation must be submitted prior to course selection for grade 12 students who desire to graduate at the end of the first semester of their senior year.

7.5.5.2 All students qualifying for high school graduation will receive an official diploma.

7.5.6 Students with disabilities. Students with disabilities, as defined by DoDI 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas,” dated May 12, 1996, may qualify for graduation by either: (1) satisfying the requirements stated above, as applicable; (2) meeting the objective for graduation in their IEP; or (3) earning the required number of Carnegie units.

7.5.7 Principal’s discretion. Students may graduate when they have met the graduation requirements that usually are scheduled over a 4-year (8-semester) period. In individual cases, the principal may grant waivers of graduation requirements if, in his/her opinion, such action is considered to be in the best interest of the student. DoDEA students who have not completed all requirements by the end of the eight (8) semesters may be awarded a diploma upon documented completion of required course work at an accredited high school normally within one (1) year of withdrawal from the DoDEA high school. The student should make specific arrangements with the school administration prior to withdrawal to include anticipated dates of completion.

7.5.8 Awarding of diplomas. Graduation diplomas, with covers, will be issued upon completion of high school requirements.

7.5.9 Foreign language/mathematics credit for 7<sup>th</sup> and 8<sup>th</sup> grade students. Reference (a) authorizes enrollment for 7<sup>th</sup> and 8<sup>th</sup> grade students in 9<sup>th</sup>–12<sup>th</sup> grade foreign language and Algebra I and above mathematics courses bearing a 9<sup>th</sup>–12<sup>th</sup> grade course code. Students enrolled in these courses will be awarded the appropriate units of credit for successful course completion. The credits will be considered as fulfilling graduation requirements and the academic progress grades earned will be included in the calculation of the high school grade point average.

7.5.9.1 Students and parents/sponsors should be made aware before enrolling in these courses that enrollment could have an adverse affect on GPA calculations, class rankings, and academic honors.

## **8 Special Instructional Programs**

- References:
- (a) DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas," March 12, 1996, with changes 1, 2, 3, and 4.
  - (b) 32 CFR Part 80, "Provision of Early Intervention Services to Eligible Infants and Toddlers with Disabilities and Their Families, and Special Education Children with Disabilities within the Section 6 School Arrangements," July 25, 1994, with changes July 7, 1999.
  - (c) 3.0 DS Manual 2500.13, "Procedural Guide Special Education," August 23, 1994, with changes 1, 2, 3, 4 and 5.
  - (d) DoD Instruction 1010.13, "Provision of Medically Related Services to Children Receiving or Eligible to Receive Special Education in DoDDS Outside the United States," with changes 1, August 28, 1986.
  - (e) DoD Directive 1342.13, "Eligibility Requirements for Education of Minor Dependents in Overseas Areas," with changes 1-2, July 8, 1982.
  - (f) DS Regulation 2000.6, "Standardized Testing Policy," January 26, 1993.
  - (g) DS Regulation 2090.1, "Compensatory Education Programs and Services," September 6, 1989.
  - (h) DS Manual 2800.1, "Career Education K-12," March 1991.
  - (i) DS Manual 2090.2, "Compensatory Education Guide," September 1989.
  - (j) DS Regulation 2440.1, "Programs for Language-Minority Students," August 7, 1998.
  - (k) DS Manual 2440.2, "Shaping Futures for Global Education," August 1991.
  - (l) DS Manual 2640.1, "Foreign Language and Intercultural Program," February 1988.
  - (m) DoD Dependents Schools, "Public Law 86-91, Personnel Guide," Pamphlet 92-P-0012.
  - (n) DS Manual 2000.5, "Education Program Development Plan," September 30, 1987, with change 1.
  - (o) DS Regulation 2500.1, "DoDDS Home or Hospital Instructional Services," with change 1, May 3, 1978.
  - (p) DoDEA Regulation 2590.1, "Programs for Gifted Students," December, 11, 2000.
  - (q) DoDEA Manual 2590.2, "Gifted Education Manual Sections I & II: Identification and Services," September, 2000, with revision October, 2001.
  - (r) Policy Memorandum, "Gifted Education WinSchool Data Collection," April 23, 2003
  - (s) DoD Instruction 1205.13, "Junior Reserve Officer Training (JROTC) Program," December 26, 1995.
  - (t) DS Regulation 2991.2, "Department of Defense Education Activity Early Childhood Program," May 30, 2000.
  - (u) DoDEA Manual 2990.2, "DoDDS Sure Start Program: A Manual for Staff and Administrators," October 14, 1999.
  - (v) DoDEA Memorandum 01-E-002, "Free and Reduced-Price Lunch Program for Sure Start and Full-Day Kindergarten Students."
  - (w) DoDEA Memorandum 00-L-001, "Transportation of Students Enrolled in Preschool Programs," August 3, 2000.

## **8.1 Special Education**

8.1.1 PL 95-561, “Defense Dependents’ Education Act of 1978” (Title XIV), as amended by PL 99-145, “Department of Defense Authorization Act, 1986” (Title VII), requires that DoDEA comply with the provisions of IDEA. DoDI 1342.12 [Reference (a)] implements PL 94-142 and 32 CFR Part 80 [[Reference (b)], and establishes policies and procedures for providing free and appropriate educational programs for all eligible students with disabilities. It also requires an ongoing process for the identification and evaluation of students with disabilities.

8.1.2 It is DoDEA policy that all students be provided a free, appropriate education in schools where placement and service decisions are based on the individual needs of the student, in the least restrictive environment, and in accordance with the system’s guiding principles.

8.1.3 Imbedded in this policy is the practice of inclusive education, which is defined as the participation of all students, including those with disabilities, limited English proficiency, identified gifts and talents, and other special needs in the general education program. Supplementary aids and services are provided to these students where necessary in order for them to attain success. Inclusive education is grounded in the philosophy that all children can learn, should have equal access to a high quality education, and should have the opportunity to be challenged to perform at higher levels of achievement. DoDEA educators share the responsibility of educating all children through collaborative efforts and through implementing the guiding principles of the DoDEA CSP.

## **8.2 Definitions**

8.2.1 Special education. Special education is instruction and related services for which a child, ages 3 to 21 inclusive, becomes entitled when a Case Study Committee (CSC) determines that the child’s educational performance is adversely affected by one or more disabling conditions.

8.2.1.1 Special education is specifically designed instruction, including physical education, which is provided at no cost to the parent/sponsor to meet the unique needs of a child with a disability. It includes instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings.

8.2.1.2 Special education includes speech pathology or any other related service if the service consists of specially designed instruction, at no cost to the parent/sponsor, to meet the unique needs of a child with a disability.

8.2.1.3 Special education also includes vocational education if it consists of specially designed instruction, at no cost to the parent/sponsor, to meet the unique needs of a child with a disability.

8.2.2 Students with disabilities. Students with disabilities are students who are evaluated as those who need special education and/or related services because of those conditions as defined in References (a) and (b).

## **8.3 Individualized Education Program**

An Individualized Education Program (IEP) is a written document defining specially designed instruction for a student with a disability, ages 3 to 21 inclusive. An IEP is developed for each student with disabilities upon identification of those disabilities that adversely affect the student’s educational performance. The IEP will be reviewed

periodically, but not less than once annually, and will be revised as required. The local school will maintain IEP records for each student with disabilities.

#### **8.4 Procedural Safeguards**

8.4.1 Parents/sponsors of children with disabilities are afforded procedural safeguards to ensure that their children receive a free public education. The procedural safeguards as defined in References (a) and (b) should be followed to ensure that the rights of parents and students (pertaining to the education of the student) are protected. The rights afforded parents/sponsors under the procedural safeguards include:

8.4.1.1 Written notice (invitation to meeting) must be given to the parent/sponsor before the school initiates a change in the identification or evaluation of the student; changes in the educational placement of a student; or refuses to initiate or change the identification, evaluation, or educational placement of a child.

8.4.1.2 Consent of the parent/sponsor to initiate a formal evaluation, initial placement in special education, or change in educational placement.

8.4.1.3 Independent evaluation of their child at DoDEA's expense if the parents/sponsors disagree with the findings of an evaluation conducted by the school, and the parents/sponsors successfully challenge the evaluation in an impartial due process hearing.

8.4.1.4 Access to all educational records with respect to identification, evaluation, and educational placement of their child.

8.4.1.5 Filing a written petition for an impartial due-process hearing at DoDEA's expense when there is a dispute affecting their child's identification, evaluation, placement, or the provision of a free and appropriate public education.

8.4.2 To the extent possible, every effort shall be made to ensure that students with disabilities are educated with students who do not have disabilities. Removal of students with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

#### **8.5 Testing and Evaluation Materials**

8.5.1 Testing and evaluation materials used for assessment and placement will be nondiscriminatory and valid for the purpose selected. No single procedure will be used as the sole criterion for determining an educational program for the child. All materials and instruments will be provided and administered in the student's primary language and mode of communication.

#### **8.6 Referral for Appropriate Educational Program**

8.6.1 When an appropriate educational program is not available for the student with disabilities at the local school, it is the district's responsibility to ensure the delivery of an appropriate program. This may require the realignment of resources to meet the student's need, allocating additional resources, and/or contracting locally for the required instructional and/or related services.

8.6.2 In certain cases it may be appropriate to consider a residential placement in the host country or in the continental United States (CONUS) at no cost to the parent/sponsor.



8.6.2.1 Consideration for and determination of a non-DoDEA placement requires the involvement of the district and area offices. When the school believes the needs of the student exceed the available resources, and it is unable to provide an adequate educational program for the student even after realignment of resources, the district and area special education coordinators must be contacted. Schools cannot make an independent decision to recommend or to place a student in a non-DoDEA facility.

## **8.7 Medically-Related Services**

8.7.1 Medical services for diagnostic and evaluative purposes are provided as required to assist a child, ages 3 to 21 inclusive, with a disability or suspected of having a disability to benefit from special education. These services are provided by qualified medically-related service providers and are, in general, diagnostic and therapeutic in nature. The sources for these services are in civilian and military communities. In overseas locations, Educational and Developmental Intervention Services (EDIS) provides medically related services.

## **8.8 Exceptional Family Member Program**

8.8.1 The military services use the term Exceptional Family Member Program (EFMP), to refer to two different functions. [Note: EFMP only applies to military assignments.]

8.8.1.1 The personnel function is a mandatory program for all active duty service members and is standardized across all four military services. EFMP identifies family members with special medical and/or educational needs, documents the services required, and considers those needs during the personnel assignment process (especially when approving family members for accompanied travel to overseas locations).

8.8.1.2 The family support function is not mandatory. DoD policy on Family Centers allows, but does not require, the military services to offer family support services to exceptional family members within the military service's family support system. Family support differs from service to service. In the Army and Marine Corps, Family Centers are staffed with individuals called EFMP coordinators whose responsibility is to provide support to families with exceptional family members. In the Navy and Air Force, the EFMP staff who support the personnel function may also provide family support services. Family Centers also have resources and referral personnel who may help.

## **8.9 504 Plan and Services for Students with Disabilities Not Eligible for Special Education**

8.9.1 It is the policy of DoDEA to ensure that students who are entitled to enroll in DoDDS and DDESS, and who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973, are identified, evaluated and provided with appropriate educational services. This is not special education legislation but civil rights legislation. Thus, general education takes the lead in the implementation of the 504 processes and delivery of accommodations.

8.9.1.1 Both DDESS and DoDDS are obligated to implement Section 504. DDESS was required to implement Section 504 under DoD Directive 1020.1, "Non-discrimination on the Basis of Handicap in Programs and Activities Assisted or conducted by the Department of Defense," March 31, 1982. Executive Order 131600, June 23, 2000, obligates both DoDDS and DDESS to implement Section 504.

8.9.2 A student may be considered disabled under this act even though they are not eligible for special education services under IDEA, DoDI 1342.12 [Reference (a)], or 32 CFR Part 80 [Reference (b)]. Section 504 defines a student with a disability as a student who has a mental or physical disability that substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

8.9.2.1 Physical disability is defined as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary, hemic, and lymphatic; skin; and endocrine.

8.9.2.2 Mental disability is defined as any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8.9.2.3 Major life activities are defined as basic activities that the average person in the general population can perform with little or no difficulty. These activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

8.9.3 A school committee will address the identification, evaluation, and implementation of appropriate educational services for students who are eligible or suspected of being eligible for 504 services. The school committee should address the following: (1) describe the nature of the student's disability and the major life activity it limits; (2) identify the basis for determining the disability; (3) identify the educational impact of the disability; (4) identify the necessary accommodations (504 Plan); (5) place the student in the least restrictive environment; (6) ensure parental/sponsor rights; and (7) no less than annually, reconvene a school committee meeting to review each qualifying child's 504 Plan and make needed adjustments. These seven areas also make up the content of the Accommodation Plan.

## **8.10 Compensatory Education**

8.10.1 [DDESS] Instructional Support

8.10.2 [DoDDS] Compensatory Education

8.10.2.1 Supplementary instructional programs are designed to meet the individual needs of students performing below the expected achievement levels in language arts, mathematics, and/or reading. Instructional priority is given to students performing at or below the 40<sup>th</sup> percentile on norm-referenced tests.

## **8.11 English as a Second Language (ESL)**

8.11.1 Students entering DoDEA represent many nationalities, cultures, and varying linguistic backgrounds. In order for students whose dominant language is a language other than English to succeed socially, academically, and vocationally in American society, they need to become proficient in their ability to communicate in English. Administrators should ensure that English language learners are provided equal opportunity and access to services so that they become fully proficient in English (i.e., provide basic interpersonal communication skills and cognitive academic language proficiency) and reach full educational parity with comparable native English speakers. English language learners also need to develop an orientation to American cultural issues.

8.11.2 The following procedures should be followed to ensure the success of these students:

8.11.2.1 At the time of registration, determine if a language other than English is spoken at home regardless of the student's race, ethnicity, or language background.

8.11.2.2 Ascertain the student's level of English proficiency using appropriate entry/exit assessment and evaluation procedures.

8.11.2.3 Provide a program of instruction to students who lack English proficiency.

8.11.3 Administrators should ensure that follow-up occurs to the home language survey completed at registration.

## **8.12 Gifted Education**

8.12.1 Students who perform or show the potential to perform at remarkable high levels of accomplishment when compared with others of their age, experience, or environment will be identified for gifted education services using the guidelines provided in the Gifted Education Manual, Section 1: Identification [(Reference (q))]. School staff should choose services for these students that specifically respond to both their unique needs and capabilities, and to the realities of resources and opportunities in their home schools.

8.12.2 Principals will appoint the school's standing Gifted Education Review Committee, which will determine the eligibility of referred students. Parents/sponsors of students found ineligible for gifted program services may appeal the decision of the school's Gifted Education Review Committee.

8.12.3 To encourage optimum achievement, a school should provide varied and challenging learning opportunities matched to the needs of their identified gifted students. Schools will use the guidelines, models, and standards in the Gifted Education Manual Section II—Gifted Program Services [(Reference (q))] to develop and provide appropriate challenging and stimulating programs for their eligible gifted students.

8.12.4 Data on students' eligibility status, placement, and service options will be entered into the WinSchool data system yearly [(Reference (r))] prior to the end-of-year data collection. Identification and provision of service for all identified gifted students will be recorded and monitored.

## **8.13 Heritage–DDESS / Host Nation–DoDDS**

8.13.1 Host nation teachers cannot teach Carnegie unit credit courses.

8.13.2 Elementary schools. In view of the interdisciplinary nature of the program, the host nation teacher's schedule needs to be flexible. This calls for the careful, responsible, and close cooperation of classroom teachers, other resource educators, and host nation teachers. Time and instruction with preschool students should be a local decision and is best accommodated within the preschool classroom as part of the developmentally appropriate curriculum.

8.13.3 Junior high and middle schools. Course offering in the junior high and middle schools should be based on the local needs of the students. Collaboration between host nation and general education teachers is encouraged when scheduling study trips, contacting host nation resources, and planning intercultural activities.

8.13.4 Secondary schools. With the administration's support, local national teachers are encouraged to assist in the preparation of subject-related study trips, contacting host nation resources, and

coordinating intercultural events.

8.13.5 Additional time. As much as possible, principals should schedule time for host nation teachers to coordinate the intercultural program with other school personnel and to prepare for study trips. Time also is needed to contact host nation resources and gather locally available instructional materials. The resulting schedule should support local, curricular, student, and professional staff needs, and should be compatible with local labor agreements.

8.13.6 Cooperative U.S. and local national teacher planning. Local national teachers, classroom teachers, resource educators, and school administrators share an equal responsibility for the development and maintenance of an active intercultural program. Publications such as a study trip planning booklet or a newsletter containing host nation community activities should be cooperatively written by the school staff.

8.13.7 Inservices. Host nation teachers should be included in all inservice activities to the maximum extent possible.

## **8.14 Homebound/Hospital Instruction and Special Setting Instruction**

8.14.1 If a DoDEA student is unable to attend any school-based program because of a short-term convalescence due to personal illness or injury, that student is authorized home or hospital-based instruction.

8.14.2 Eligibility. Students with physical or other health impairments are eligible for home and hospital instruction. For students who are certifiably restricted from attending any school-based program for the duration of convalescence, up to three (3) months of instruction is permitted. Instruction for the homebound or hospitalized student should begin as soon as it is medically feasible and desirable. The time period can be extended under special circumstances.

### **8.14.2.1 Specific requirements**

8.14.2.1.1 Instruction should be initiated not later than 15 school days after a physician has attested to an illness, an injury, or other physical disability requiring home or hospital convalescence.

8.14.2.1.2 No more than 10 homebound or hospitalized students will be assigned to one teacher.

8.14.2.1.3 Progress reporting should be in accordance with local school policy.

8.14.2.1.4 Teachers should instruct each student a minimum of two (2) non-consecutive hours per week. Therapists may supplement, but not substitute for, a teacher's instructional time.

8.14.2.1.5 In DoDDS, hours are to be banked and paid in 4-hour increments. DDESS should refer to the Master Labor Agreement (MLA).

8.14.2.1.6 Placement in the program is dependent upon written verification from a licensed physician that the student is either at home or hospitalized with a non-contagious health condition/physical disability.

8.14.2.1.7 Students with long-term illnesses or injuries of over 3-month duration are not covered under this program. A long-term convalescence, at home or in the hospital for more than three (3) months, or a permanent illness or injury that will require ongoing or intermittent special education intervention, is not covered in this program.

#### 8.14.2.2 Responsibilities

8.14.2.2.1 There is no minimum class load for teachers of the homebound or hospitalized. Factors to consider when scheduling the teacher's workday include lesson preparation, lesson evaluation, travel time, consulting with regular teachers and other staff, and securing materials.

8.14.2.2.2 The curriculum should parallel the student's regular classroom program. A regular schedule of instruction will be established and maintained. Portable equipment and specialized equipment will be available.

8.14.2.2.3 At the elementary level, the classroom teacher and/or counselor will act as liaison between the student and the home or hospital teacher. At the high school level, the counselor usually establishes and maintains communication between the teacher for the homebound or hospitalized student, and the classroom teachers of the student.

8.14.3 Substitute teachers may be employed as teachers of students who require home or hospital-based instruction. Length of the normal school workday is used to establish the cumulative number of hours per pay period and the pay for the substitute whose duties are performed not only in the school, but also in the home or hospital. The principal should inform home and hospital substitute teachers, in writing, how their pay will be computed, what their work schedules will be, and the maximum amount of time permitted.

8.14.4 DoDEA has no responsibility to provide educational services to incarcerated students unless required to do so by the host country.

### 8.15 **Junior Reserve Officers' Training Corps (JROTC)**

8.15.1 Public Law 88-647, commonly known as the ROTC Vitalization Act of 1964, directs the secretary of each military service to establish and maintain JROTC units for their respective services.

8.15.2 The purpose of JROTC is to instill in students in U.S. secondary educational institutions the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

8.15.3 JROTC units in the Air Force, Army, Marines, and Navy are available in selected DoDEA high schools.

8.15.4 The curriculum for each service unit is prescribed by the military branch of service. Classroom instruction is augmented by community service activities, drill competition, marksmanship training, leadership opportunities, field trips, and other training opportunities.

8.15.5 Secondary schools wishing to host a JROTC unit must meet certain criteria. Schools desiring to host a JROTC unit should contact their district superintendent.

8.15.6 JROTC instructors may be assigned duties other than those associated with the JROTC program. DoDEA will adhere to the DoD Instruction 1205.13 that enables JROTC staff to be assigned to other duties normally performed and rotated among faculty members. This is in accordance with the practice employed with other DoDEA teaching staff.

8.15.7 Transportation may be provided for students participating in JROTC competitive events such as rifle and drill teams.

8.15.8 JROTC programs are authorized for grades 9–12 only.

8.15.9 JROTC instructors can authorize the use and/or possession of appropriate weapons on school property to JROTC students in accordance with the instructional program.

## **8.16 Sure Start [DoDDS]**

8.16.1 Sure Start is a preschool program designed to provide high-quality services to children identified to be at risk for future school success. Sure Start has four components: educational, health, social services, and parental. The principal should use DoDEA Manual 2990.2, “DoDDS Sure Start Program,” for further guidance and assistance in implementing the program.

8.16.2 Program guidance. Sure Start has specific program requirements that are mandated by the Office of the Secretary of Defense. Administrators should help the program successfully meet these requirements to ensure program integrity and fidelity.

8.16.3 Eligibility. Sure Start is only for those students who will turn four (4) years of age by October 31 of the enrolling year and who have met the eligibility requirements of the program. Students must be eligible dependents of military or Department of Defense employee sponsors whose rank is E-1 to E-4 or GS-1 to GS-4. Family income is not to be considered in eligibility. Sure Start is not available to students who are enrolled on a space-available basis. Other criteria are established by the local community in order to prioritize the selection of students.

8.16.4 Staffing. Sure Start has a strict staffing ratio of nine (9) students to one (1) adult. Therefore, the Sure Start program has been allocated a dedicated aide. The aide is funded for 38 hours per week and is to work the same days as teachers. The aide cannot be used to staff other areas of the school at any time during the day. Substitutes for aides must be provided. The only permissible time that a Sure Start classroom may be out of compliance with the 9 to 1 ratio is during the students’ rest time, when the teacher and aide will take their respective lunch breaks.

### **8.16.5 Components:**

8.16.5.1 Educational component. Sure Start classrooms should use the DoDEA Pre-K foundational standards to guide the curriculum. A centers-based curriculum should be used in all Sure Start classrooms.

8.16.5.2 Social Service component. Teachers are responsible for referring families to the appropriate military social services when needed. Teachers will work with military social service components in order to develop a professional working relationship.

8.16.5.3 Health component. Sure Start students are required to have medical and dental records completed within nine (9) weeks of enrollment in the program. Administrators should assist teachers in working with the required medical units as needed.

8.16.5.3.1 Nutrition. Family-style lunch is a requirement of the Sure Start program. Students eat in their classroom, not a cafeteria. Lunchtime is a component of the Sure Start curriculum and is considered instructional time. Teachers are to interact with students during this time, modeling and teaching essential behaviors and attitudes regarding nutrition. Administrators should assist teachers in working with the lunch and snack providers to ensure that healthy and appropriate meals and snacks are provided.

8.16.5.3.2 Safety in the environment. Because the immune systems of young children are not fully developed and their behavior usually facilitates the quick spread of germs, Sure Start has strict guidelines about the design and cleaning of classroom furniture, materials, and supplies. Teachers should follow the guidelines in the Sure Start manual.

8.16.5.4 Parental involvement component. Parental involvement is essential to a child's progress and success in school.

8.16.5.4.1 The Sure Start program requires parent involvement via volunteering either in the classroom or at home. Each parent is required to volunteer for 30 hours during the year.

8.16.5.4.2 Home visits are required once at the beginning of the school year and at least one other time during the school year. Teachers are required to make home visits with the Sure Start aide. Teachers should never conduct a home visit alone.

## **8.17 Pre-Kindergarten**

8.17.1 DoDDS pre-kindergarten. Selected communities are participating in a pilot pre-kindergarten program. Students must be four (4) years of age by October 31 of the current school year.

8.17.2 DDESS pre-kindergarten. DDESS pre-kindergarten follows district guidelines for program regulations, curriculum, and instruction. All DDESS elementary schools have pre-kindergarten and follow local state-mandated age requirements state for enrollment.

## **8.18 Summer School**

8.18.1 Summer school is subject to available funds and requirements. Determination of summer school offerings resides with the area office.

## **8.19 Information Center**

8.19.1 Professional staffing is provided as a part of instruction in accordance with accreditation standards.

## **9 Research Projects**

References: (a) DSR 2071.2, “DoDEA Research Approval Process,” April 8, 1998.

### **9.1 Research Procedure**

9.1.1 Requests to conduct research studies and data collection activities from staff employed by DoDEA, or from persons or groups outside of DoDEA such as graduate students, universities, and research organizations, must be submitted to DoDEA’s chief of research and evaluation. It is DoDEA policy that all research conducted in the DoDEA school system follows the approval procedures in Regulation 2071.2, “DoDEA Research Approval Process.” This regulation pertains exclusively to requests not funded by DoDEA.



## **10 School-Sponsored Trips and Excursions**

### **10.1 DoDEA policy.**

10.1.1 It is DoDEA policy to enrich school curriculum for all students by taking advantage of the cultural, historical, and natural geographical attractions of the local community. Curricular activities, in and out of school, are intended to broaden the scope of a student's education and interests. All school trips must relate to and augment the school's curricular goals and standards, and enrich the scope of a student's education and interests. The value of school trips and the educational benefits derived from participation on such trips should be weighed in relation to the impact trip participation has upon both the student's and the school's regular educational programs. Both preparation and follow-up lessons for field trips should be planned. In addition, parents/sponsors should be notified of the purposes for all school-sponsored trips.

### **10.2 Curricular Trips**

10.2.1 Curricular trips should meet specific learning objectives and promote the integration of curricula. Trips normally take place within the instructional day off the school grounds but under school sponsorship.

10.2.2 Participation in curricular trips and in evaluation activities should be considered as part of the grade for a course.

10.2.3 Participation is required in curricular trips.

10.2.4 Examples: (1) A music teacher takes all students in one or more of his/her classes to a symphony performance to demonstrate the characteristics of orchestral instruments. (2) Students participate in physical education by using local facilities for an activity such as swimming that cannot be provided using school facilities.

### **10.3 Co-curricular/Extracurricular Trips [DoDDS]**

10.3.1 A co-curricular/extracurricular trip must meet DoDDS academic and educational goals and objectives. Participants are members of DoDDS-sanctioned and DoDDS-sponsored activities.

10.3.2 Participation is voluntary, usually involves students from the school at large rather than specific classes or subjects, and is conducted off the school grounds.

10.3.3 Participation has no bearing on student grades.

10.3.4 Examples: Model United Nations, Model U.S. Senate, science symposiums, visiting artists, Special Olympics, outdoor education experiences, Media Feast, drama festivals, music festivals, leadership seminars, community performances, interschool athletic or academic competitions.

### **10.4 Other Trips**

10.4.1 All transportation and trip expenses will be borne solely by the participants. The cost to students in no way should be increased to cover sponsor or chaperone expenses. Staff members are not considered in a travel status, nor are they authorized reimbursement of any expenses on these

trips.

## **10.5 Transportation of Local Nationals**

10.5.1 Under the following conditions, transportation may be provided to local national students and adults who participate with DoDDS students in jointly-sponsored host national intercultural activities:

10.5.1.1 Program arrangements call for DoDDS and local schools or organizations to alternate in providing transportation to jointly sponsored activities.

10.5.1.2 The local school or organization is not able to obtain transportation to a jointly sponsored activity and would otherwise be forced to cancel its participation in a jointly sponsored activity.

10.5.1.3 The local nationals are to provide DoDDS students a demonstration or exhibit of activities, crafts, or products typical of the host nation at no cost to DoDDS other than the transportation.

10.5.1.4 It is more desirable educationally or because of security considerations, or it is more cost efficient, to stage the local national demonstration at the DoDDS or other U.S.-controlled site.

10.5.1.5 All students in DoDDS or in the appropriate classes or courses can attend the demonstration/exposition.

## **10.6 Approval of Trips**

10.6.1 A trip is to complement and supplement the curricular unit content, scope, and sequence. For optimum education benefit, curricular trips should take place as an integral part of the curriculum unit under study. The trip may be at the beginning, during, or nearing the end of the unit depending upon the unit and school trip objectives.

10.6.2 Before any information is given to parents, all trip requests for DoDDS-sanctioned/sponsored trips will be submitted in writing to the school principal. The faculty sponsors should review the value of the trip with the principal and receive approval prior to making arrangements for the trip.

10.6.2.1 The faculty sponsors should provide the principal with a description of the trip, its goals, the tentative schedules, the costs, and the proposed funding sources. Estimates of transportation costs and availability of funds can be obtained from the school bus office.

10.6.3 A security risk assessment should be conducted and approval coordinated with the local commander in accordance with local policy.

10.6.4 The principal's decision will be based on a trip's educational value, its appropriateness, the availability of funds, and the adequacy of student supervision.

10.6.5 Superintendents must approve student trips outside the local community/host country. The principal should elevate requests for approval of all overnight and out-of-country trips to district superintendents, except for the following activities which they may approve:

10.6.5.1 The DoDDS Outdoor Education programs at Hinterbrand Lodge. Competitions or meets listed on the DoDDS Interscholastic Athletic Schedules.

10.6.5.2 The DoDDS sponsored/arranged/approved/funded activities such as leadership

seminars, Honors Music Festival, Model United Nations, and Junior Science Humanities Symposium.

10.6.6 Faculty sponsors should provide a post trip evaluation to the principal.

## **10.7 Trip Information**

10.7.1 Once trip approval is received, faculty sponsors must provide the following information where applicable, to participants, parents, and the principal:

- trip purpose;
- trip destination, with contact addresses and telephone numbers;
- detailed trip itinerary;
- trip eating arrangements;
- trip costs to be borne by participants;
- dates, times, and locations of departures and returns;
- clothing to be worn or taken;
- materials, equipment, or supplies that must be taken;
- alternate activities in case of inclement weather;
- travel documents or forms which must be submitted or acquired before trip participation or which must be carried on the trip;
- student requirements and responsibilities for accomplishing work missed at school while on the trip; and
- behavior expectations and consequences for misbehavior.

10.7.2 Faculty sponsors must receive the following from participants and parents:

10.7.2.1 A parent permission statement is required for each trip; a blanket trip permission form issued at the beginning of the year is not acceptable. The statement must include the full name of the student; the full name(s) of the parent(s)/sponsor(s); duty/work phone numbers and duty/work locations for both parents/sponsors, if applicable; home phone number and address for the parent/sponsor; and an emergency contact name, with duty/work and home phone numbers.

10.7.2.1.1 A single permission form may be used for transportation of participants in interscholastic athletics to all away games, meets, and play-offs in DoDDS schedules.

10.7.2.2 Parental power-of-attorney authorizing teacher-sponsors to act in the parent/sponsor's behalf in medical emergencies.

10.7.3 Faculty sponsors must have copies of, and provide the school principal with copies of, the following:

- a list of trip participants, teacher-sponsors, and parent chaperones;
- parent/sponsor-signed permission forms;
- powers-of-attorney;
- detailed itinerary and travel arrangements including destination contact addresses and phone numbers;

- parent/sponsor contact forms with full student and parent/sponsor names, both parents/sponsors duty/work phones and locations, home address and phone number, and emergency contact duty/work and home addresses and phone numbers;
- copies of all information sheets given to participants and parents; and
- copies of permissive travel orders for teacher-sponsors (not required for day trips).

10.7.4 The faculty member sponsoring a trip will be responsible for arranging an appropriate in-school educational experience for students who do not participate in the study trip. Students who are not able to participate in a study trip will not be penalized for nonparticipation.

## **10.8 Time/Distance**

10.8.1 One-day trips should be made primarily to locations within the school's local area. Only under exceptional circumstances should trips be authorized to locations more than 100 kilometers from the school. Study trips should be scheduled within the normal school day so that participating students may use the scheduled school commuting bus services to and from school.

10.8.2 To provide adequate time during study trips for visits or tours, the recommended rule of thumb is that total travel time (there and back) should not exceed the "time on site."

## **10.9 Participation**

10.9.1 School trips shall be open to the widest possible student participation based on the purpose and goals of the trip.

10.9.2 If a trip is designed for a specific group, only those students may participate.

10.9.3 Family members of teachers and adult chaperones may not participate in the trip, travel with the group, nor join the group at the trip's destination, unless they are members of the group for whom the trip was designed. Sponsors and chaperones are to devote full-time supervision to the group members on the trip.

10.9.4 Teacher-sponsor participation (both U.S. and local national) must be voluntary.

10.9.5 Substitutes are authorized.

## **10.10 Transportation**

10.10.1 Transportation of students will be arranged through the school bus office, where available. Otherwise, it should be arranged via other government agencies, by using government-owned vehicles on a user-driver basis, or by using public transportation. Students are not permitted to ride in student or parent-driven vehicles while on field trips. Only in unusual circumstances, and with full knowledge and approval of the principal and parents, will staff members transport students in their private vehicles for field trip purposes. If such transportation is utilized, it is the joint responsibility of the staff member and the principal to assure that full liability insurance is carried and that the insurance will provide coverage even though the vehicle is being used to transport students on a school field trip. Under no circumstances will staff members be required to transport students in their private vehicles.

10.10.2 No other provisions for transportation are to be suggested, solicited, or authorized by school officials. Parents or other adults utilizing other vehicular resources to transport students to an event or activity with parental permission should be advised that they are assuming full responsibility for

the students' conduct and safety.

## **10.11 Trip Supervision, Safety, and Security**

10.11.1 The faculty sponsor, with the assistance of the other chaperones, is responsible for the care of the students during the entire time they are away from the school.

10.11.2 Of paramount importance is continual concern for and attention to the health and the safety of the students.

10.11.3 Special care must be taken to ensure that host nation customs and manners are observed, and that the image of Americans in the host nation environment is positive.

10.11.4 A measure of independent and responsible behavior is expected of all field trip participants. Breaches of this expected standard of behavior will be reported to the school administration as soon as possible.

10.11.4.1 Students with past behavior problems on study trips may be excluded from trips after other reasonable alternatives (e.g., the parent/sponsor accompanies the student on the trip) have been exhausted and with the approval of the principal.

10.11.5 Trips shall not be planned to areas where the security of the group cannot be reasonably assured. During times of increased security, the final decision to carry out or cancel a trip shall be made by the local community commander.

10.11.6 The faculty sponsor will arrange adequate adult supervision.

10.11.6.1 A maximum ratio of at least one teacher and two adults per 30 students is authorized. If more than 30 students are involved in a trip, the principal may consider a second teacher chaperone. The adult to student ratio should be one (1) adult to 10 students in grades 7–12 and one (1) adult to six (6) students for grades K–6.

10.11.6.2 The adult-student ratio should not exceed 1:10 for grades 7–12 and 1:6 for grades K–6. This is meant to keep the emphasis for the trip on the students. The number of chaperones should be commensurate with the purposes and goals of the trip.

10.11.6.3 A minimum of two adults should accompany each study trip.

10.11.6.4 The teacher-sponsors are responsible for informing accompanying adults of their responsibilities and limitations.

10.11.7 The teacher-sponsor is responsible for notifying the principal of an emergency as soon as possible. The principal, in turn, will notify the school bus office. If local police or authorities are involved, assistance will be requested from the local U.S. military commander or from the nearest U.S. embassy or consular office.

10.11.8 The prohibition against smoking while on school grounds or wherever a student is involved in school activities will be followed while on school trips. Smoking by students is prohibited at all times.

10.11.8.1 Smoking by teacher-sponsors and accompanying adults is permitted. However, students should not observe adults smoking or smell the smoke.

10.11.9 A student may not consume alcoholic beverages on school trips. Consumption of alcoholic beverages by adult chaperones is unconditionally not permitted while they are directly supervising

students.

10.11.10 Standards of conduct for students to follow while on the field trip are defined in DoDEA Regulation 2051.1, Disciplinary Rules and Procedures, dated August 16, 1996 (enclosure 7-8). The code should address such matters as dress, behavior, and decorum. A school-wide code should reflect student and parent/sponsor involvement, be developed with the local faculty representative, and be in accordance with DoDEA 2051.1. The code should be written and should be available to students and parents/sponsors to assure a clear understanding of the standards and expectations. Students should be made aware of and continually reminded about their obligation to show proper respect for and care of the environment where they travel and stop. They will be seen not only as individuals but as representatives of both their school and the United States. Thus, they should continually act in a manner which brings credit upon themselves, their family, their school, and their country.

## **10.12 Trip Funding**

10.12.1 In trip planning, special effort should be made to keep costs to the individual student to a minimum. No student should be kept from participating in a trip because he/she does not have money for entrance fees and similar “mandatory” costs. Students will not be required to pay transportation expenses associated with study trips.

10.12.2 Participating students will pay for all appropriate costs based on the exact cost of their items or service. Student costs will not be prorated in any manner to cover sponsor or chaperone expenses.

### **10.12.2.1 DoDEA-funded trips**

10.12.2.1.1 Transportation services in support of curricular and co-curricular activities are normally charged to the district appropriated funds issued to the schools for this purpose. The principal must operate the activities within the funds assigned. As a guide, 75 percent of the study trip funds should be committed by the end of April of the school year.

10.12.2.1.2 The following costs should not be charged to appropriated funds:

- Transportation to/from such school-sponsored activities such as pep rallies and school dances.
- Entry fees, activity tickets, and similar charges, regardless of the purpose or classification of the trip.
- Room and board for students, sponsors, and chaperones.
- Transportation in conjunction with “other” trips.

10.12.2.1.3 No TDY expenses are authorized for teacher-sponsors unless travel is directed by the area superintendent. Nonfunded permissive TDY orders will be provided by the principal for all overnight travel. TDY orders are not required for day trips.

10.12.2.1.4 Administrative leave will not be granted to DoDEA employees to participate in community sponsored trips (e.g., PTSA).

10.12.2.1.5 If a trip is cancelled, students may be liable for hotel costs prepaid in advance

### **10.12.2.2 Non-school sponsored trips**

10.12.2.2.1 The student contribution of shared costs or moneys given to the teacher for payment of student expenses or for safeguarding must be handled in accordance with DoDEA regulations governing Student Activity Funds (SAF).

10.12.2.2.2 School personnel and parents should understand that any arrangements made by the school on behalf of students are done merely as a courtesy. Any contracts that result are between the individual students or families and the tour agency. DoDEA can neither pay for the travel nor reimburse families for losses resulting under the travel agreements.

10.12.2.2.3 When planning non-school sponsored trips/tours through travel companies, principals should state on their advertisement that the school is only acting as an intermediary and that the contract for services is strictly between the parents and the travel agent. The advertisement should clearly state that cancellation charges, if any are assessed, will be borne by the parents.

10.12.2.2.4 As appropriate, the SAF custodian should sign the contract on behalf of the fund only. The moneys are then collected and placed into the SAF. If the trip is canceled for whatever reason and a cancellation fee is assessed, the SAF will pay the fee out of the encumbered account and will return the remaining amount. This information must be presented to all participating students and their parents.

10.12.2.2.5 Transportation costs for “other” trips must be borne solely by the participants.

10.12.2.2.6 All entry fees, activity tickets, and similar costs, as well as room and board costs for student and adult participants, for all trips whether curricular, co-curricular, or extracurricular, must be borne by the participants.

10.12.2.2.7 Projects to raise group money to help to defray individual expenses are acceptable. Such projects should be well-planned and should include students in their planning and execution. Merely soliciting for donations should be avoided, and care must be taken to keep fund-raising activities from assuming too much importance or from consuming too much of student or school time. A strict and complete accounting for all moneys raised or handled with regard to any field trip must be maintained in accordance with appropriate regulations or directed fiscal procedures.

## **11 Auxiliary Services or Pupil Personnel Services**

References: (a) DoDEA SCHOOL COUNSELING GUIDE, DS Manual 2946.2, January 2003  
(b) DoDEA SCHOOL PSYCHOLOGIST MANUAL, DS Manual 2946.4, August 2001

### **11.1 School Health Services**

11.1.1 Optimal learning requires good emotional and physical health. DoDEA school health services works together with families and community for children's health. The school nurse at each DoDEA school works with the school administrators to provide an environment that promotes optimal wellness and safety for all students. The school nurse provides individualized quality health care for students, emphasizes health education at all levels, and utilizes available community and school resources to promote an overall healthy lifestyle for students, staff and families. Core services of a school nurse include:

- conducting health screenings;
- providing specialized health care and services;
- assessing and evaluating individual growth and development;
- monitoring student immunizations;
- acting as a resource for faculty, parents, and students;
- providing individual health counseling to service emotional and physical health needs;
- identifying and referring possible pediatric and adolescent health problems for early diagnosis and treatment;
- evaluating and monitoring communicable diseases;
- conducting health related classroom instruction such as AIDS prevention, sex education, and child abuse prevention;
- acting as special education team member for children with special needs;
- serving as a liaison with parents and community health agencies; and
- providing educational and promotional activities for healthy lifestyles of students and staff.

11.1.2 The purpose of the school health services is to strengthen the educational process by improving the health status and health knowledge of students. The goal of the program is to help students become responsible for their own health and wellness.

11.1.3 The school health services cover three areas: health education, health services, and the maintenance of a healthy school environment. It is a comprehensive program that promotes and maintains optimum health for all students.

11.1.4 More comprehensive description of DoDEA's school health services program can be found in DS Manual 2942.0, "School Health Services Guide."

### **11.2 School Counseling**



11.2.1 DoDEA's school counselors provide a comprehensive guidance program to all students in grades Pre-K–12. The school guidance program helps build the foundation for life-long learning by assisting students in developing self-respect, awareness of others, and positive learning attitudes. School counselors provide direct and indirect services and activities to students, families, and school staff for developing strategies that deal with educational, personal, and social challenges that may interfere with the educational process. These programs are detailed in the DoDEA School Counseling Manual, DS Manual 2946.2, January, 2003.

11.2.2 In concert with Goal 1: Highest Student Achievement of the DoDEA Community Strategic Plan (CSP) for 2001-2006, school counselors are strategically positioned to help students in developing strategies to deal with educational, personal, and social challenges that may interfere with the educational process. To respond to the challenges of the CSP, DoDEA is implementing a competency-based counseling program (CBCP) in all schools under the authority of DS 2946.2. To meet the needs of all students today and tomorrow, the CBCP provides a balance of direct and indirect services and activities.

11.2.3 At the elementary school level, the CBCP promotes learning by assisting students in mastering skills and developing the attitudes necessary to be successful students. It emphasizes decision-making skill development and exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of social skills needed for interpersonal relationships.

11.2.4 At the middle school level, the program focuses on the rapidly changing needs of pre-and early adolescents. The areas emphasized in elementary school are continued but are adjusted to fit the unique needs of students in the middle level age group. In addition, planning for the future years beyond high school is started. Each student begins a four-year plan with the help of the high school counseling staff, taking into account graduation requirements, interests and aptitudes, and future educational and occupational goals.

11.2.5 At the high school level, CBCP assists students to become responsible adults who can develop realistic and fulfilling life plans based upon a clear understanding of themselves, their needs, abilities, interests and skills. The four-year plan started in middle school is reviewed and updated periodically. Continued attention is given to assisting high school students in the development of decision-making skills, particularly as they relate to post-high school education and career planning.

### **11.3 School Psychological Services**

11.3.1 The primary function of DoDEA is to provide a quality education for eligible dependents of Department of Defense (DoD) military and civilian employees stationed overseas and in various states and territories. The families and children served must deal with their sponsors' frequent reassignments, extended deployments, demanding work hours, prolonged periods in the field, and other unique demands that tax the cohesiveness and well-being of military and DoD families. Therefore, pupils attending DoDEA schools may have additional needs for psychological and mental health services which exceed those available in typical public schools.

11.3.2 The psychological services program manual for grades Pre-K–12 serves as administrative guidance and was developed to provide a framework for the provision of a high-quality psychological services program for DoDEA students. The manual provides direction for a consistent program and allows for flexibility of the program based upon local needs. It is recognized that there must be adequate staffing to provide the full continuum of services described in this manual.

11.3.3 DoDEA believes that the psychological services program must be viewed within the context of the DoDEA CSP. School psychologists are in a strong position to help support the attainment of the goals outlined in the CSP. Ultimately, the overarching goal of the psychological services

program is to increase student capacity to overcome academic, personal, and social problems that hinder their attainment of educational success and a satisfying and productive life.

11.3.4 The program described in this manual is to be available to all students, parents, and teachers as needed. DoDEA school psychologists play a critical role in supporting the attainment of the goals of DoDEA and in helping to ensure that all students in grades Pre-K–12 possess the capacity to become well-adjusted contributing members of society. The psychological services program recognizes the importance of diversity as reflected in DoDEA schools, and acknowledges that individual differences strengthen both school operations and society in general.

11.3.5 The foundation for this manual can be found in *DoDDS Europe School Psychology Handbook*, *DoDDS Pacific School Psychology Manual*, *DoDEA Pupil Personnel Services Reference Manual*, the *National Association of School Psychologists (NASP) Professional Conduct Manual*, and the experiences of a representative group of DoDDS and DDESS practicing school psychologists.

# STUDENTS

## 12 Student Ceremonies

### 12.1 Graduation Ceremonies

12.1.1 Elementary and middle schools. Students are promoted, not graduated, from elementary grades and middle grades. Therefore, no graduation ceremonies are authorized. Activities, if any, should be simple and in keeping with the age and need of the students.

12.1.2 High school commencement. High school graduation ceremonies are community events. They are a very significant rite of passage that brings a group together for special acknowledgement and public presentation. Principals should coordinate with senior class sponsors, counselors, command officials, and other staff members in addressing the details that make graduation a memorable experience for all graduates and their families.

12.1.3 Student preferences should drive the selection of the guest speaker.

12.1.4 Only authorized caps and gowns should be worn for the graduation exercise.

12.1.4.1 The only modification to the authorized cap and gown is one that clarifies the academic distinction of an individual, e.g. a tassel or cape of a different color to signify faculty affiliation, or a medal awarded for extraordinary academic achievement.

12.1.4.2 Standards for appropriate footwear and apparel should be made in writing to parents and seniors.

12.1.5 The ceremony agenda must include a processional, the presentation of colors, the pledge of allegiance, the national anthem, a valedictorian student address, the presentation of diplomas, and a recessional. Guest speakers and other student addresses (e.g., salutatorian, senior class president) are optional.

12.1.6 Principals should talk directly and frankly to students about the expectations, decorum, and the importance of the event for graduates, their families, and the community.

12.1.7 Force protection issues concerning graduation sites and facilities must be coordinated with the base command.

### 12.2 Baccalaureate Services

12.2.1 Baccalaureate services may not be school sponsored, organized, or financed.

## **13 Student Activities and Organizations**

References: (a) DoDEA Regulation 2740.1, "Interscholastic Athletic Program," August 19, 1997  
(b) DoDEA Manual 2740.2, "Interscholastic Athletic Program," August 19, 1997

### **13.1 Co-curricular/Extracurricular Programs**

Co-curricular/extracurricular programs (both intramural and interscholastic), when properly planned and conducted in an appropriate, safe environment, represent an essential part of the educational program.

13.1.1 Co-curricular/extracurricular programs should be designed to offer worthwhile athletic, social, and leisure-time activities for the greatest number of students, and to provide opportunities for the development of student skills in the democratic and cooperative management of such activities.

13.1.2 Teacher sponsorship of student activities and organizations will be in accordance with the references above. Following these and other area guidelines, activities and organizations may be approved when there is sufficient student interest but only when competent school personnel or qualified volunteers are available to adequately supervise the activities.

13.1.3 Every student will be given an equal opportunity to participate regardless of race, color, religion, disabilities, marital status, or national origin.

13.1.4 On the basis of sex, no student will be excluded from participating in, denied benefits of, or be subject to discrimination under any program, activity, or organization conducted by the school system.

13.1.5 Because of differences among schools throughout DoDEA and special characteristics of schools within each area, activities and organizations will vary from school to school.

13.1.5.1 Participation in many activities and organizations is governed by criteria issued by external governing bodies in addition to DoDEA, the area director, the district superintendent, and local school rules.

### **13.2 Interscholastic Athletics**

13.2.1 Interscholastic activities for competition occur among high schools and in some cases middle schools. This does not preclude elementary, middle, or junior high schools from participation in activities such as field days, sports days, art festivals, and music festivals.

13.2.2 Athletic programs are an integral part of the total educational offerings of a school and should enhance the physical, mental, social, and emotional growth of each participant.

13.2.3 The interscholastic athletic programs are provided in addition to physical education and intramural programs.

13.2.4 Practice sessions and games are scheduled outside the academic day or during times when there are no classes.

13.2.5 Close professional supervision should be maintained to ensure that participants receive adequate instruction for safe, effective participation.

13.2.6 Policies and responsibilities for the development and maintenance of a systemwide

Interscholastic Athletic Program (IAP) are established in the referenced regulations. [Note: The IAP only applies to DoDDS. DDESS Schools follow their State High School Activities Associations' guidelines.]

13.2.7 It is the responsibility of each sponsoring school principal and other official participating in the IAP to:

- 13.2.7.1 Conduct programs in compliance with established policies and in cooperation with other participating schools, and to inform athletic directors, coaches, and sponsors of these policies.
- 13.2.7.2 Establish and publicize the selection of school interscholastic athletic activities.
- 13.2.7.3 Advertise the criteria for student eligibility and participation in interscholastic athletic activities.
- 13.2.7.4 Provide opportunities for levels of competition, if appropriate.
- 13.2.7.5 Promote the safety of all participants through requirements for physical examination and other appropriate measures,
- 13.2.7.6 Provide schedules, equipment, facilities, awards, and event information to appropriate personnel.
- 13.2.7.7 Ensure that traveling team schedules minimize loss of school time due to travel, and that cost effective measures are maximized.
- 13.2.7.8 Maintain appropriate accounting of allocated funds.
- 13.2.7.9 Establish priorities for utilization of funds which follow established policy.
- 13.2.7.10 Cooperate with participating schools to determine arrangements for conference tournaments.
- 13.2.7.11 Encourage supporting activities, (e.g., cheerleaders, band, drill teams, booster clubs, pep clubs, and other support groups).
- 13.2.7.12 Provide qualified officiating and necessary support for visiting teams as host schools.

### **13.3 Special Interest Activities**

13.3.1 Activities which provide additional high school interscholastic competition may include, but are not limited to, drama, public speaking, forensics, cheerleaders, drill team, music, various clubs, and festivals.

### **13.4 Student Eligibility Rules**

#### **13.4.1 DDESS**

13.4.1.1 DDESS schools follow their state eligibility guidelines.

#### **13.4.2 DoDDS**

13.4.2.1 DSM 2740.2, "DoDDS Interscholastic Athletic Program," dated August 19, 1997, contains eligibility rules for student participation in (DoDDS) interscholastic competition. The rules include the following topics:

- age,

- academic requirements,
- eight (8)-semester rule,
- grade eligibility,
- college students,
- unauthorized athletic awards,
- physical examinations, and
- transfer students.

### **13.5 Elementary, Middle, or Junior High School Activities**

13.5.1 Co-curricular and extracurricular programs (intramural and interscholastic) are encouraged so that students have the opportunity to engage in activities such as, but not limited to, art, music, forensics, drama, sports (excluding tackle football), field days, and various festivals.

13.5.2 School sponsored activities will be under the supervision of a staff member. Elementary and middle school programs are generally conducted within the school on an intramural basis.

13.5.3 Interscholastic competition is generally not conducted at the elementary or middle school level.

13.5.4 These activities do not preclude other activities such as field days, sports days, and art or music festivals which could involve more than one school.

### **13.6 Student Council**

13.6.1 Student councils will be established in each school under the sponsorship of teacher.

13.6.2 Student councils constitute the means by which the students are formally heard on all matters of direct concern to them individually or collectively.

13.6.3 In DoDEA, the student councils offer the opportunity for students to develop positive civic responsibilities through participation in student government.

13.6.4 Leadership and student council conferences may be scheduled periodically within the regions.

13.6.5 Each student body elects the members of its student council according to the local constitution and bylaws of the council.

13.6.6 Student councils are responsible for encouraging students to become responsible citizens through their participation in student government.

13.6.7 Eligibility rules for candidates and rules for conducting campaigns and elections are to be published, widely announced, and uniformly enforced.

13.6.8 All student council recommendations must be approved by the school principal.

### **13.7 Special Interest Organizations**

13.7.1 Special interest organizations are based on the interests and abilities of students and are designed specifically to enrich and supplement the academic program or to provide support services.

13.7.2 These organizations must have sponsors and must adhere to district superintendent guidance.

### **13.8 Honor and Service Organizations**

13.8.1 Honor and service organizations should provide students with an opportunity to participate in activities which teach social responsibility and public service.

### **13.9 Student Publications**

13.9.1 Students are encouraged to establish school newspapers, yearbooks, literary magazines, and similar publications. The establishment of all publications must be approved by the school principal.

13.9.1.1 Principals should prohibit the publication of material that:

- reasonably leads the principal to forecast substantial disruption or material interference with school activities;
- advocates practices that endanger the health or safety of students;
- advocates the violation of any federal law; any DoD policy, rule, or regulation; and/or—for DDESS schools—any applicable state law.
- is libelous or slanderous;
- is obscene because it violates federal law and/or—for DDESS schools— because it violates applicable state law.

13.9.2 Teachers and/or volunteers may sponsor student publications.

13.9.3 The student editorial staff and faculty/volunteer advisor of each approved publication must establish an editorial policy that promotes responsible journalism. Each publication's editorial policy must be approved by the principal.

13.9.4 Student publications may be produced as part of the curriculum through credit classes and/or as part of the school extracurricular activity program.

## **14 Student Attendance**

- References:
- (a) DoDEA Policy Memorandum, “DoDDS Attendance Policy,” June 17, 1996
  - (b) DoDEA Policy Memorandum, “Part-Time Intermittent Attendance,” May 1, 2003
  - (c) DoD Manual 1342.6-M, “Administrative and Logistic Responsibilities for DoDDS,” August 11, 1995
  - (d) DS Regulation 2000.1, “High School Graduation Requirements,” August 27, 1997, with change 4
  - (e) DoD Administrative Instruction 15, “Administrative Procedures and Records Disposition Schedules,” August 11, 1994
  - (f) DS Regulation 1100.2, “Records Management System,” January 19, 1989

### **14.1 Attendance**

14.1.1 All students should attend school/class regularly and punctually. Adherence to the school attendance policy is the responsibility of parents/sponsors and students.

14.1.1.1 Principals will inform parents/sponsors of student absences so that patterns of good attendance will be established.

14.1.1.2 Unauthorized absences should not be taken lightly.

14.1.1.3 Exception to full-time attendance may be approved by the principal for 12<sup>th</sup> grade students when the absence is in the best interest of the student and family, and is based on established family, personal, and financial obligations (e.g., part-time employment to support the family or for college expenses).

14.1.2 Principals should work closely with their local education advisory committees in developing attendance policies in accordance with the guidelines stated below.

14.1.3 The responsibilities for attendance are as follows:

14.1.3.1 Principals are responsible for the implementation of school/class attendance procedures and for ensuring:

14.1.3.1.1 Attendance policies are specific, fair and well publicized.

14.1.3.1.2 Accurate attendance records are maintained for each student.

14.1.3.1.3 School and class attendance is checked daily.

14.1.3.1.4 Attendance records are reviewed and parents are notified when excessive and/or unexcused absences occur.

14.1.3.1.5 Appropriate actions are taken for excessive and/or unexcused absences (including taking disciplinary action, when appropriate).

14.1.3.1.6 Excused absences are documented in writing.

14.1.3.2 Teachers are expected:

14.1.3.2.1 to monitor student attendance daily and to enforce school attendance policies, and

14.1.3.2.2 to maintain accurate records and report classroom attendance daily.

14.1.3.3 Students are expected:

14.1.3.3.1 to attend their assigned daily schedules unless properly excused.



14.1.3.4 Parents/sponsors are expected:

14.1.3.4.1 To provide satisfactory explanation for any absence from class/school and any release from school during the scheduled school day.

## **14.2 Excused Absences**

14.2.1 Absence from school may be necessary and is excused under certain conditions.

14.2.1.1 Absence from school is excused for illness, family emergencies (e.g., severe illness or death in the family, local hardship situation), religious observances, family trips, and medical appointments that cannot be arranged at a time when school is not in session.

14.2.1.2 Absence from school is granted to students participating in school-sponsored activities including athletics, tournaments, and other interscholastic events held away from the school.

14.2.1.3 School principals are authorized to determine the benefit to the student if it is proper to excuse an absence for a non-school activity and if there is no detriment to the school program.

14.2.1.4 A parent/sponsor must provide a written explanation to the school for a student absence.

14.2.1.5 Academic penalties will not be given for excused absences.

14.2.1.5.1 Students are responsible for making up the classroom work missed during an excused absence within a reasonable time, usually equal to the length of the absence.

14.2.1.6 Students must be accompanied by their parent/sponsor or an individual authorized by the parent/sponsor when released to go home due to illness.

14.2.1.6.1 Normally, a student who does not attend a full day of school will not be allowed to participate in or attend any school-sponsored event scheduled that same day.

14.2.1.6.2 Principals are authorized to make exceptions to this policy.

## **14.3 Unexcused Absences**

14.3.1 A student absent from school without the permission of his/her parent/sponsor is unexcused.

14.3.1.1 The parent/sponsor will be formally notified by the principal when a student has two unexcused absences and on the occasion of every subsequent unexcused absence.

14.3.2 School personnel will seek cooperation from parents/sponsors in correcting and preventing truancy, and in assisting parents/sponsors whenever possible.

14.3.3 Students with unexcused absences will not be given the opportunity to make-up class work missed due to the unexcused absence.

14.3.3.1 When grades are earned during the period of unexcused absence, the grade(s) for each missed day or portion of a day will be "F."

14.3.4 Unexcused absences may also result in disciplinary action including detention, removal from class, and in-school and out-of-school suspensions, and expulsion.

14.3.4.1 Principals will notify the Command of habitual unexcused absences.

#### **14.4 Withdrawal of Students**

14.4.1 Principals will establish guidelines and publish time frames for student withdrawals during the school year.

14.4.1.1 Parents/sponsors must present verification of the student's date of departure to school officials to provide time to prepare student transfer records.

14.4.1.2 Upon withdrawal, a student should be given copies of his/her records to take to their next school for enrollment.

14.4.1.2.1 Parents/sponsors, or students themselves if they are 18 years of age or older, should review their records prior to withdrawal and final departure from a school.

14.4.2 A student clearance form will be used in the withdrawal process to clear the student from school.

14.4.2.1 Principals should notify the school bus office of withdrawal and should obtain the student's bus passes during the withdrawal process.

#### **14.5 Accelerated Withdrawal**

14.5.1 The principal may authorize an accelerated withdrawal of a student who must withdraw from a school 20 or less instructional days prior to the end of a semester.

14.5.1.1 The parent/sponsor must present verification of the date required for the student to depart from the school (e.g., Permanent Change of Station orders).

14.5.1.2 All of the conditions of an accelerated study program outlined by the student's teachers must be met prior to withdrawal under the accelerated program for grades to be assigned and credit to be granted.

14.5.2 This provision is permitted for early withdrawal with full Carnegie credit based solely on careful consideration of the unique circumstances which military families face. It recognizes that due to military requirements, families are occasionally required to make permanent change-of-station moves prior to the end of the school year, and that the school-age dependents of military sponsors should not be penalized educationally for these required moves.

14.5.2.1 The 20-day limitation provides reasonable flexibility without compromising academic standards or placing the student in an untenable position in regard to mastery of curriculum content.

14.5.2.2 This policy is not intended to apply to, or be extended for, the convenience of family travel, visits, or other discretionary reasons. It is only for permanent change of station moves.

14.5.3 Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades.

#### **14.6 Part-Time Attendance.**

14.6.1 Students should not be enrolled in DoDEA schools to attend on an intermittent or irregular basis.

14.6.1.1 Only regular and consistent attendance allows students to successfully master course content.

14.6.2 Space-required, tuition-free students who are home-schooled may attend DoDEA schools on a part-time basis when their attendance provides them the opportunity to use resources of the DoDEA schools and to interact with peers.

14.6.2.1 Principals may deny part-time enrollments for which attendance is so irregular and sporadic that mastery of the curriculum or course will not be achieved based on the attendance pattern of the student.

#### **14.7 Attendance in DDESS**

14.7.1 The provisions of the above sections apply in DDESS except where county, territory, state, or commonwealth laws are different and, as such, will take precedence over these provisions.

## **15 Student Behavior**

- References:
- (a) DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," August 16, 1996
  - (b) DoDEA Manual 2051.2, "Student Responsibilities and Privileges," February 26, 1997
  - (c) DoD Directive 1010.10, "Health Promotion," March 11, 1986
  - (d) DS Regulation 2792.2, "Department of Defense Dependents Schools Drug-Free School and Learning Environment," January 21, 1988
  - (e) Executive Order 13160, June 23, 2000

### **15.1 Student Rights and Responsibilities**

15.1.1 Each student has the right to expect an educational environment where he/she can strive to achieve his/her intellectual potential without regard to race, religion, sex, national origin, disability, age, color, sexual orientation, or status as a parent.

15.1.2 Students are expected to attend school regularly, be diligent in their studies, conform to school rules and regulations, and conduct themselves in a manner that respects the rights of others. Principals should take appropriate disciplinary action against students whose behavior interferes with a positive learning environment.

15.1.3 Students are expected to behave responsibly at school and at school-sponsored and school-supervised events. Students share with administrators, teachers, and school support staff the responsibility of creating an environment that is conducive to learning and of notifying school staff of any behavior that may endanger the safety and well-being of themselves or others.

15.1.4 Every student has the right to expect courtesy, fairness, and respect from school personnel and other students.

15.1.5 Students have a responsibility to respect the rights, authority, and property of students, teachers, administrators, and all others included in the educational process.

15.1.6 Students and their parents/sponsors are responsible for properly maintaining textbooks and equipment provided by the school, for respecting school property and the property of other students and school staff, and for complying with school rules and regulations.

### **15.2 Cell Phones and Pagers**

15.2.1 Principals may establish policies regarding student use of cell phones and/or pagers during the instructional day. Any such policies must be included in the school's handbook for parents/sponsors.

### **15.3 Dress Code and Uniforms**

15.3.1 Students are expected to dress appropriately in a way that is consistent with a positive learning environment, that does not interfere with the educational performance of other students, or that causes a health or safety problem. Apparel worn to school should be neat and clean and should not disrupt the teaching/learning experience. Items of clothing displaying language that is vulgar or obscene or clothing which promotes or depicts drugs, alcohol, tobacco, drug paraphernalia, violence, hate speech, or gang symbols is prohibited.

15.3.2 DoDEA neither encourages nor discourages the adoption of a voluntary uniform policy by any DoDDS or DDESS school.

#### **15.4 Freedom of Religion**

15.4.1 DoDEA schools do not conduct religious exercises, nor support or sanction any particular religious beliefs or practices.

15.4.2 Students have the right to observe their own religious beliefs and practices in school provided such activities neither violate the rights of others nor disrupt or interfere with school activities.

#### **15.5 Pledge of Allegiance/Salute to the American Flag**

15.5.1 Principals will ensure that students have a daily opportunity to recite the Pledge of Allegiance and to salute the American flag.

15.5.2 Students may decline to recite the Pledge of Allegiance and salute the American flag as long as they do not disrupt or distract others.

#### **15.6 Technology Use**

15.6.1 Student computer and Internet access through the DoDEA network is a privilege not a right. Student computer and Internet access shall only be used for education and research consistent with DoDEA's educational objectives.

15.6.2 A Student Computer and Internet Access Agreement must be signed by students and, if they are under the age of 18, by their parent/sponsor, before computer and Internet access will be granted.

15.6.3 Principals will discipline students who violate the terms and conditions of the Student Computer and Internet Access Agreement.

#### **15.7 Bullying/Harassment**

15.7.1 DoDEA is committed to providing all students with a safe and supportive school environment.

15.7.2 A student, either individually or as a part of a group, must not harass or bully others. Prohibited conduct includes, but is not limited to, physical intimidation, taunting, name-calling, and insults. Prohibited verbal conduct consisting of comments regarding the race, national origin, marital status, sexual orientation, gender, religion, disability, characteristics, or associates of the targeted person.

15.7.3 Violation of this policy will result in disciplinary action.

#### **15.8 Sexual Harassment**

15.8.1 No student shall be subjected to sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

15.8.2 Principals should establish and publicize the procedures by which students who allege they are sexually harassed by peers or adults can report such incidents.

15.8.3 The principal or his/her designee should promptly investigate and resolve sexual harassment complaints made by students. The principal will ensure that confidentiality about the complaint, the investigation, and the resolution of the complaint is maintained to the maximum extent possible.

15.8.4 No student shall suffer reprisal for reporting an incident of sexual harassment, making a good-faith complaint, or participating in the investigation of an incident or complaint of sexual harassment.

15.8.5 Violation of this policy will result in disciplinary action.

## **15.9 Disciplinary Due Process**

15.9.1 Students will not be deprived of their liberty, property, or right to attend school and participate in school activities without due process of law.

15.9.2 Due process requires that the student be furnished, at a minimum, notice of the charges against him/her, an explanation of the evidence against him/her, and an opportunity to reply to the charges.

## **15.10 Corporal Punishment**

15.10.1 The use of corporal punishment by teachers, principals, or other persons employed by DoDEA is prohibited.

15.10.2 Corporal punishment is defined as the infliction of, or causing the infliction of, unreasonable physical pain on a student as a means of discipline. This definition does not include physical pain, injury, or discomfort caused by the use of incidental, minor, or reasonable physical contact or other actions designed to maintain order and discipline.

## **15.11 Tobacco**

15.11.1 Students are prohibited from possessing or using tobacco products anywhere on school property, on school-owned and operated buses or on chartered buses, or when participating in school-sponsored or school-supervised activities on or off campus.

15.11.2 Violation of this policy will result in disciplinary action.

## **15.12 Substance Abuse (Alcohol, Inhalants, and Other Drugs)**

15.12.1 Substance abuse by students is prohibited on school property, on school-owned and operated buses or chartered buses, or when participating in school-sponsored or school-supervised activities on or off campus.

15.12.2 Substance abuse includes using, possessing, selling, dispensing, or being under the influence of illegal drugs or alcohol, and/or any abuse or misuse of legal substances (e.g., over-the-counter nonprescription drugs, sniffing glue, inhalants, taking non-recommended amounts of pills or other substances, or taking medicine prescribed for another person).

15.12.3 Violation of this policy will result in disciplinary action.

15.12.4 The principal should refer violations of this policy to the cognizant law enforcement authority and, when appropriate, refer the student to counseling.

### **15.13 Weapons**

15.13.1 Students are prohibited—while on school property, on school-owned and operated buses or chartered buses, or when participating in school-sponsored or school-supervised activities on or off campus—from the unauthorized use or possession of guns, knives, other weapons, explosives, or other objects that can be used with the intent of threatening or harming any individual.

15.13.2 Weapons include, but are not limited to:

15.13.2.1 any gun (e.g., pistol or revolver), any look-alike gun, ammunition, any object designed or intended to propel a missile of any kind, any weapon that can expel or may be readily converted to expel a projectile by the action of an explosive (e.g., a starter gun), or any stun gun or laser;

15.13.2.2 any knife (e.g., dirk, bowie knife, switchblade knife, or any knife having a metal blade of three inches or longer);

15.13.2.3 any razor, slingshot, spring stick, metal knuckles, or blackjack;

15.13.2.4 any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nun chuck or fighting chains);

15.13.2.5 any studded accessory or article of clothing (e.g., a studded collar or chain belt);

15.13.2.6 Mace, pepper spray, or similar propellants;

15.13.2.7 any disc, of whatever configuration, having at least two points or pointed blades, which is designed to be thrown or propelled (e.g., a throwing star or oriental dart);

15.13.2.8 any explosive device (e.g., a firebomb, explosive material, a hoax explosive device, a chemical bomb, poison gas, a grenade, a rocket or other incendiary device); or

15.13.2.9 any weapon of like kind as those enumerated above.

15.13.3 Violation of this policy will result in disciplinary action up to and including expulsion. The cognizant DoDEA deputy director may determine, based on a review of the facts of a particular case, that special circumstances exist and another disciplinary action or term of expulsion is appropriate.

15.13.4 The principal shall report all violations of this policy to the cognizant law enforcement authority.

### **15.14 Laser Pointers**

15.14.1 Students are prohibited from possessing or using laser pointers anywhere on school property, on school-owned and operated buses or on chartered buses, or when participating in school-sponsored or school-supervised activities on or off campus.

15.14.2 Violation of this policy will result in disciplinary action.

### **15.15 Search and Seizure**

15.15.1 DoDEA respects the privacy of all individuals, including students.

15.15.2 Search and seizure of school property or a student's property, or search of a student's person on school property or when participating in school-sponsored or school-supervised activities, will be conducted according to procedures that are consistent with the law, the student's right to privacy,

and the school's need to enforce rules and regulations.

15.15.3 Desks, lockers, and storage spaces, which are provided to students without charge, are the property of the school. General inspections of school property on a periodic or random basis may be conducted at any time by the principal or his/her designee. General inspections of school property should be conducted in the presence of a witness.

15.15.4 The principal or his/her designee may conduct an inspection of an individual student's desk, locker, or storage space when there are reasonable grounds to believe it contains illegal drugs, weapons, stolen property, or other contraband provided that the search is conducted primarily for enforcing order and discipline in the school and not for criminal prosecution. Reasonable efforts to locate the student should be made prior to conducting the search. The search should be conducted in the presence of a witness.

15.15.5 The principal or his/her designee may conduct a search of a student's person provided that the search is conducted primarily for enforcing order and discipline in the school and not for criminal prosecution. The search should be conducted by a school official who is the same gender as the student. Such a personal search may extend to pockets; to the removal and search of outer garments such as jackets, coats, sweaters, or shoes; and to items such as pocketbooks or backpacks. If a search of a student's person is conducted, the principal or his/her designee should notify the student's parent/sponsor of the search as soon as is reasonably practical under the circumstances.

## **15.16 School Bus Conduct**

15.16.1 Students must act in a safe and disciplined manner while on school buses and must obey instructions from the driver and/or bus monitor.

15.16.2 Students who violate school bus safety rules may be denied bus transportation at the discretion of the school principal and/or cognizant installation law enforcement authority.



# COMMUNITY

## 16 Community Strategic Plan

Reference: (a) [www.odedodea.edu/csp/](http://www.odedodea.edu/csp/)

### 16.1 The Community Strategic Plan

16.1.1 The 2002-2006 DoDEA Community Strategic Plan (CSP) provides the roadmap for advancing DoDEA's agenda for education.

16.1.2 The CSP outlines four major goals. It provides opportunities for access and appropriate interventions to ensure that every student achieves success.

16.1.2.1 Goal One focuses on every student meeting or exceeding challenging academic standards.

16.1.2.2 Goal Two provides for the resources, authority, and accountability to ensure equitable student access to programs and support services to achieve the standards.

16.1.2.3 Goal Three ensures that DoDEA's workforce is a qualified, certified, diverse, and well-trained professional staff that can deliver instructional programs to help students achieve the standards.

16.1.2.4 Goal Four addresses the need to develop, promote, and maintain partnerships to enhance student achievement and improve communication.

### 16.2 The School Improvement Plan

16.2.1 Each school is required to prepare and implement a School Improvement Plan (SIP). While the CSP provides the strategic direction for the DoDEA system, the SIP process provides the vehicle for school change.

16.2.2 The principal is the leader of school improvement in the school. The principal's primary role is to support and facilitate a collaborative, focused, and results-oriented school improvement process.

16.2.3 Each school develops long and short range plans that address Goal One of the CSP based on the school's student achievement data. Schools must follow the planning process as outlined by each area director.

16.2.4 The accreditation process validates and provides feedback to schools on the SIP process, goals, and strategies.

### 16.3 Accreditation

16.3.1 Accreditation is a partnership with an outside regional agency that provides a subjective view of the school. Within DoDEA, schools are accredited by one of three agencies: the Middle States Association of Colleges and Schools, the North Central Association (NCA), or the Southern

Association of Colleges and Schools (SACS). These agencies have developed quality standards by which DoDEA schools are judged to ensure that each school meets the high expectations of the public trust. An accredited school will have quality educational programs and goals, qualified faculty and staff, suitable facilities and a program for improving the school.

16.3.1.1 Accreditation in DoDDS schools, Guam, and Puerto Rico is through the NCA. West Point Elementary/Middle School is accredited by the Middle States Association, and all other DDESS schools are accredited by SACS.

## **17 Partnerships**

Reference: (a) Weekly Packet for the Week of April 2, 2003, School-Home Community Partnerships

### **17.1 School-Home-Community Partnership**

17.1.1 A school-home community partnership (SHCP) is the mutual collaboration, support, and participation of family, school, and community activities and efforts that directly and positively affect the success of student learning. The objective of the partnership activities and efforts is to increase student learning.

17.1.2 The implementation of the partnership should strive to encompass the five-tiered framework to ensure a variety of forms of collaboration with the school community. The five-tiers are: co-communicators; co-supporters; co-learners; co-teachers; and co-advisors, advocates, and decision makers.

### **17.2 Resources**

17.2.1 Resources available at the school, district, and area include:

17.2.1.1 Families and Schools Together (F.A.S.T.): A program designed to empower parents/sponsors to be advocates for students' learning.

17.2.1.2 District student mentoring programs: Various districts have developed guides to support the implementation of student mentoring programs. Copies of these guides can be found at school and district offices.

17.2.1.3 Key Communicator's Guide (Volumes I–IV): Provides schools with information and a variety of training modules, tools, and resources.

### **17.3 Data Collection Tools**

17.3.1 The Rubric for Evaluating School-Home Community Partnerships serves as a tool to evaluate a specific partnership activity that a school has developed to support the academic goals of its school improvement process (SIP).

17.3.2 The rubric provides quality indicators for each of the four stages used to create a partnership: planning, implementing, evaluating, and improving. Indicators are provided to assist a school improvement team in evaluating the key components of each stage of the partnership process. Using these indicators, school improvement teams can assess their practices against a given standard.

17.3.3 The principal serves as a member of the school improvement leadership team and thus as a participant in the scoring process.

17.3.4 The Partnership Profile is an electronic system-wide tool used to collect data regarding each school's partnership activities. Principals are required to complete and submit this document annually.

## **18 Immunizations**

- References:
- (a) DS Manual 2942.0 “DoDEA School Health Services Guide,” May 1, 2003
  - (b) Air Force Joint Instruction 48-110, “Immunizations and Chemoprophylaxis,” November 1, 1995
  - (c) DoD Reg 1342.6, “Administrative and Logistics Responsibilities”

### **18.1 Enrollment Requirements**

18.1.1 Before enrolling in a DoDEA school, students are required to have the following immunizations:

- 18.1.1.1 Hepatitis B (Hep B);
- 18.1.1.2 Diphtheria and tetanus toxoids and pertussis vaccine [acellular (DyaP) is preferred over whole cell (DPT) for all doses in the series];
- 18.1.1.3 Haemophilus influenzae Type B (Hib);
- 18.1.1.4 Poliovirus [combination of injectable (IPV) and oral (OPV) is preferred];
- 18.1.1.5 Measles-mumps-rubella (MMR); and
- 18.1.1.6 Varicella (Var) (“chicken pox”).

18.1.2 Students who enroll in DoDEA schools must meet these specific immunization requirements prior to enrollment. The requirements represent the minimum requirements and do not necessarily reflect the optimal immunization status for a student. A certification of immunization, completed by the local medical authority, must be provided to school officials at the time of initial registration for placement in the student’s health record file.

18.1.3 State requirements may vary and in some cases additional immunizations may be required to enter a DDESS school. Students in DDESS may be required to obtain immunization certificates specific to the state where they attend school. Deadlines for these certificates are determined by the local school district.

18.1.4 While these immunizations are required to attend DoDEA schools, the military services, not the schools, are responsible for giving students their immunizations.

18.1.5 DoDEA aligns its immunization requirements with the Recommended Childhood and Adolescent Immunizations Schedule, 2003, published by the National Immunization Program, the Advisory Committee on Immunization Practices, the Academy of Pediatrics, and the American Academy of Family Physicians.

18.1.6 DoDEA school administrators will cooperate with medical personnel in:

- 18.1.6.1 providing enrollment data to anticipate vaccine requirements;
- 18.1.6.2 providing an effective means of reminding sponsors of their responsibility to acquire appropriate immunizations for their dependents; and
- 18.1.6.3 disenrolling students who have not met the timelines for obtaining required immunizations unless there is an exemption on file in the nurse’s records.

18.1.7 Immunization forms may be viewed in Section H of the *DoDEA School Health Services*

## **18.2 Medical, Documented, and Religious Exemptions**

18.2.1 An exception to the DoDEA immunization requirements may be made for the following reasons:

18.2.1.1 Medical—A child with a medical contraindication to one or more vaccines may be exempt from this requirement. The parent/sponsor must present a statement from a licensed physician, nurse, nurse practitioner, or other health care professional that the physical condition of the child is such that the administration of one or more of the required immunizing agents is contraindicated, and a statement as to whether the condition is permanent or temporary. If the condition is temporary, the vaccine must be received within 30 days of the exemption expiration date. For the protection of the medically exempt student and the safety of other students enrolled, the medically exempt student will be excluded from school during a documented outbreak of a contagious disease for which the student has not been immunized.

18.2.1.2 Documented history — A student may be exempt from all or part of the Measles/Mumps/Rubella, varicella, and Hepatitis B requirements through a blood titer test that shows that the student has had one or more of these diseases.

18.2.1.3 Religious — A student's parent/sponsor may claim exemption from the DoDEA immunization requirements for religious reasons. If the parent maintains the need to continue the religious exemption during a documented outbreak of a contagious disease, the student will be excluded from school for his/her protection and the safety of the other students until the contagious period is over. Religious exemptions require a written statement from the parent/sponsor stating that he/she objects to the vaccination based upon personal beliefs.

## **18.3 School Assistance**

18.3.1 The school should provide parents/sponsors with an approved immunization form as part of the initial enrollment package. Parents/sponsors should complete the form, have it verified by the local clinic or other medical authority, and return it to the school so that the verification of immunization status may be recorded.

18.3.1.1 The verification of immunization status may contain either incomplete levels, completed levels, or waivers of immunization by the appropriate authority.

18.3.2 The minimum immunization requirements are listed on the Certification of Immunization (DoDEA Form 122). Students should meet immunization requirements prior to initial school enrollment.

18.3.3 Although the military services, and not the schools, are responsible for administration of immunizations, school nurses can assist in the following ways:

18.3.3.1 Disseminate DoDEA Certification of Immunization form (DS 122) to parents/sponsors and direct them to the local medical treatment facility. When the form is completed, the parent/sponsor should return it to the school.

18.3.3.2 Screen immunization records and complete the Certificate of Immunization form. The certificate is filed in the student's health record.

18.3.3.3 Devise a system of notifying sponsor before the expiration date of a necessary immunization form.

18.3.3.4 Coordinate with the local medical facility to develop procedures that ensure that students receive required immunizations. Proper documentation is necessary, including the dates of the immunizations and a date showing how long the certification is current.

18.3.4 DoD Reg 1342.6 [Reference (c)], requests sponsors to make an appointment for a complete health appraisal upon the first entry of a student into school for preschool, kindergarten, or 1<sup>st</sup> grade.

## **18.4 Immunization Screening**

18.4.1 Screening may be limited to new entrants during the school year after initial registration is completed. A plan for accomplishing the immunization objectives and maintaining high public health standards must be determined cooperatively by military and school personnel.

## **18.5 Documentation**

18.5.1 DS Form 122, “DoDEA Certification of Immunization,” is used to document student immunizations. In addition to this form, the following documents may be accepted as proof of immunization for transfer students:

18.5.1.1 A copy of a certificate of immunization from a health department or health organization, military immunization records, health card, or overseas travel card. These must include the month and year each dosage of a vaccine was administered.

18.5.1.2 A signed statement from a physician including the month and year each dosage of a vaccine was administered.

18.5.1.3 An official school record indicating the month and year each dosage of a vaccine was administered.

## **18.6 Communicable Diseases**

18.6.1 A communicable disease is defined as any illness or disorder transmitted from a person or an animal to another person directly by contact with excreta or discharges from the body, or directly by substances or inanimate objects. Many communicable diseases are present at any given time whenever children are in close proximity of each other, as in schools. Students in close contact with each other should be observed routinely for signs and symptoms of communicable diseases.

18.6.2 Periodic information from the school to parents/community regarding the signs and symptoms, treatment, and exclusion and readmittance criteria for the more common “childhood” communicable diseases will help to foster the home-school partnership bond and alleviate fears and uncertainties within the community.

18.6.3 When a suspected communicable disease is observed in an individual student, that student should be referred to the school nurse for assessment. After assessment, notification should be made to the student’s primary healthcare provider, the teacher, and the principal if the illness is a suspected “reportable” communicable disease.

18.6.4 The school nurse should coordinate with the local medical treatment facility regarding communicable diseases, their signs and symptoms, treatment, and parameters for readmittance to school. As part of a preventative health program, the primary healthcare provider and the teacher should be given exclusion and readmittance parameters.

18.6.5 At all times the privacy of the student and his or her family should be of the utmost

importance. Faculty and staff may need to be reminded that this information is confidential and is being shared with them on a need-to-know basis.

18.6.6 Information on specific communicable diseases, incubation periods, contagious period, symptoms, contacts, routes of infection, treatment and references may be viewed in Section I.9 of the DS Manual 2942.0 [Reference (a)].

## **19 Suspected Child Abuse and Neglect**

- References:
- (a) DoDEA Regulation 2050.9, "DoDEA Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," dated January 27, 1988
  - (b) DoD Directive 6400.1, "Family Advocacy Program," dated June 23, 1992
  - (c) DoD Instruction 6400.2, "Child and Spouse Abuse Report," dated July 10, 1987
  - (d) DoD Instruction 6400.3, "Family Advocacy Command Assistance Team," dated February 3, 1989

### **19.1 Applicability**

19.1.1 These procedures apply to all DoDEA employees.

### **19.2 Family Advocacy Program**

19.2.1 The Family Advocacy Program (FAP) is a program designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of child abuse and neglect. It involves individuals in families where children are suffering maltreatment, as well as people who are attempting to protect children.

19.2.2 Area directors, district superintendents, and school principals should emphasize that it is essential for DoDEA personnel to:

- 19.2.2.1 promptly report all suspected child abuse directly to FAP,
- 19.2.2.2 cooperate with the FAP process and law enforcement agencies,
- 19.2.2.3 participate in the identification of child abuse and protection of children, and
- 19.2.2.4 encourage educators to work cooperatively with local military and/or local family advocacy personnel.

### **19.3 Responsibilities**

19.3.1 Area directors and superintendents should establish liaisons with major command FAP officers/coordinators.

19.3.2 Area directors should designate a member of their staff to represent DoDEA interests to the command Family Advocacy Committee (FAC).

19.3.3 Principals shall establish liaisons with the FAP officer or coordinator for the local installation on which the school is located. Principals will represent DoDEA on the installation FAC. They will also ensure that the telephone number for the local FAP is posted in areas where faculty members are likely to see it. Upon learning of allegations or suspicions of abuse by a DoDEA staff member or in a DoDEA setting, the principal should:

- 19.3.3.1 Immediately contact the local FAP officer to ensure that FAP officials are aware of the allegation. In accordance with local policy, schools may be required to contact and coordinate with law enforcement agencies.



19.3.3.2 Within 24 hours, notify the district superintendent, area director, and DoDEA Director of the allegations.

19.3.3.3 Work closely and cooperatively with FAP officials and participate, as appropriate, in the investigation, intervention, and overall response to the allegations. Principals should not conduct an independent investigation of the allegations until such time as the FAP investigation has been completed.

19.3.3.4 Provide periodic updates on the progress of the investigation to the superintendent until the case is closed by FAP officials.

19.3.3.5 Determine, after consultation with officials from FAP, and, if appropriate, higher levels of DoDEA, whether an alleged offender is to be temporarily relieved from duty involving contact with children.

19.3.3.6 Work closely with the servicing management-employee relations specialist or site manager on cases involving institutional child abuse.

19.3.3.7 Provide a close-out report to DoDEA through the supervisory chain the actions taken to address the FAP investigation.

#### **19.4 Installation Family Advocacy Case Management Team**

19.4.1 Principals shall designate a member of the school staff, on an ad hoc basis, to represent DoDEA interests on the installation Family Advocacy Case Management Team.

#### **19.5 Reporting Suspected Child Abuse and Neglect**

19.5.1 Any DoDEA employee who has reason to believe that a student has been abused or neglected, either within or outside DoDEA schools, should report that information to the local FAP officer immediately. The information should also be promptly reported to the reporting employee's immediate supervisor. The obligation to make such reports is an official, professional responsibility of each DoDEA employee.

## **20 Educational Advisory Committees, Councils, and School Boards**

- References:
- (a) Sections 928-929 of title 20, United States Code
  - (b) DoD Directive 1342.6, “Department of Defense Dependents Schools (DoDDS),” October 13, 1992, as amended
  - (c) DoD Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents Overseas Areas,” March 12, 1996, as amended
  - (d) DoD Instruction 1342.15, “Education Advisory Committees and Councils,” March 1987
  - (e) Section 2164 of title 10, United States Code
  - (f) DoD Directive 1342.21, “Department of Defense Schools, Section 6,” October 13, 1992
  - (g) DoD Instruction 1342.25, “Department of Defense Section 6 Schools,” October 13, 1992
  - (h) DoDEA Policy Memorandum 98-ES-01, “Establishing Superintendent’s Advisory Councils for School Year 1998-99,” September 28, 1999.
  - (i) 10 U.S.C., Section 1412(a)(2)
  - (j) 20 U.S.C., Code of Federal Regulations, Part 80

### **20.1 Establishment**

20.1.1 **DDESS:** 10 U.S.C. 2164(d) [Reference (e)] provides for the establishment of a school board for DDESS schools at each military installation that has a DDESS school, except for Guam and Puerto Rico which have only one school board for their schools.

20.1.2 **DoDDS:** The purpose of such committees is to advise school administrators or installation commanders on program matters that impact on the quality of education or military support services in the local schools. 20 U.S.C 928-929 [Reference (a)] provides for the establishment of school advisory committees composed of DoDDS professional educators, parents, and students at each school, and for installation advisory committees at military installations with more than one school.

### **20.2 DoDEA Committees, Councils, and School Boards**

20.2.1 **DDESS School Boards.** DDESS school boards are authorized to “participate in the development and oversight of fiscal, personnel, and educational policies, procedures, and programs for DDESS schools. Boards hold monthly meetings open to the public. The responsibilities, operating procedures, composition, and election procedures for the school boards are outlined in DoD Final Rule 32 CFR 69, which also provides a process by which board members can submit formal appeals regarding decisions made by DDESS headquarters. **[DDESS only]**

20.2.2 **School Advisory Committee (SAC).** The SAC advises the school principal about all local school related matters including budget execution, curriculum, policies, and support functions. **[DoDDS only]**

20.2.3 **District Advisory Council (DAC).** A DAC is called by a district superintendent for the purpose of involving parents and other stakeholders in the formulation and administration of educational policy affecting children in the schools. The council is composed of at least one parent, a military command representative, and a representative of the principal teachers’ bargaining unit.

Additional members may be appointed from SACs, persons active in registered private organizations operating on military installations overseas, school support organizations, the school's senior class, school administrators, and teachers. Meetings are held at least twice per year. **[DoDDS only]**

20.2.4 Area Advisory Council (AAC). An AAC is called by the area superintendent for the purpose of involving parents and other stakeholders in the formulation and administration of educational policy affecting children in the schools. The council is composed of at least one parent, a military command representative, and a representative of the principal teachers' bargaining unit. Additional members may be appointed from DACs, persons active in registered private organizations operating on military installations overseas, school support organizations, the school's senior class, school administrators, and teachers. Meetings are held at least twice per year. **[DoDDS only]**

20.2.5 Advisory Council on Dependents' Education (ACDE). The ACDE advises the Secretary of Defense and the DoDEA Director about issues essential to maintaining a quality educational system. **[DoDDS only]**

20.2.6 Installation Advisory Committee (IAC). When two or more schools operate on a military installation, the IAC is composed of two representatives (one parent/sponsor and one professional school employee) elected from each SAC. Issues generally relate to facilities or logistical support provided by the military. **[DoDDS only]**

20.2.7 Component Commander Advisory Council (CCAC). A CCAC is established by a military service commander to discuss issues and IAC recommendations. The CCAC is composed of commanders that fall within the jurisdiction of the component command, and is co-chaired by the component commander or his/her designee and the DoDDS area director. Meetings are held twice a year. **[DoDDS only]**

20.2.8 Theater Education Council (TEC). A TEC is established by a theater commander to discuss issues and review recommendations referred to the DoDDS area or a component within the theater. Membership is composed of all component commanders or their designees within the theater; the council is chaired by the theater commander or his/her designee. The council meets twice a year. **[DoDDS only]**

20.2.9 Dependents Education Council (DEC). DEC was established to create a consulting relationship between the overseas military commanders and the Under Secretary of Defense for Personnel and Readiness regarding facilities, logistics, and administrative support provided by the military services. **[DoDDS and DDESS]**

20.2.10 DoD Domestic Advisory Panel (DAP). The DAP advises the DoDEA Director, the DoDEA Principal Deputy Director, and the DDESS Director and on matters affecting the education of children with disabilities enrolled in DDESS schools. The members are appointed by the USD(P&R) from several groups for three year terms. The DAP meets twice a year. **[DDESS only]**

20.2.11 National Advisory Panel (NAP) for the Education of Dependents with Disabilities. The NAP, among other duties, advises the DoDEA Director of unmet needs within the DoDEA system for the education of children with disabilities, and assists in matters that the DoDEA Director has identified as areas of concern. **[DoDDS and DDESS]**

## **20.3 Responsibilities of Principals**

20.3.1 Principals must attend all meetings of local advisory committees and councils and school boards as required by regulatory guidance.

20.3.1.1 At the meetings, principals should provide information and guidance to the advisory

groups, and foster a spirit of teamwork and community in the resolution of issues.

20.3.1.2 Principals may need to assist local committees, councils, or boards in the nomination and election process.

20.3.2 Principals should provide assistance and support to local advisory committees, councils, and school boards, as needed.

20.3.3 Principals should provide local committees, councils, or boards with information regarding the appropriate DoDEA educational advisory committees, councils, and boards with which to address issues.

## **21 School Officers**

- References: (a) DoD Manual 1342.6-M, “Administrative and Logistic Responsibilities for DoD Dependents Schools,” August, 1995  
(b) DoD Instruction 1342.15, “Educational Advisory Committees and Councils,” March 27, 1987

### **21.1 Purpose of the Position**

21.1.1 The school officer provides a focal point on the military installation for school support matters and is employed by the military. The school officer:

- 21.1.1.1 assists the local military commander in accomplishing the school support responsibilities;
- 21.1.1.2 is a liaison among school, installation, and community officials;
- 21.1.1.3 is appointed by, and assigned to, the installation or community commander and is either a military commissioned officer or a civilian equivalent; and
- 21.1.1.4 is not responsible for any aspect of the school operation, but may perform a wide range of duties and responsibilities to support the operation of the school.

### **21.2 School Officers as a Part of the School Support Team**

- 21.2.1 The principals should take every opportunity to include the school officer in the activities of the school.
- 21.2.2 The school officers should be encouraged to participate in school programs and activities to demonstrate a commitment to the school and community involvement.
- 21.2.3 The school officer should be well informed about all the aspects of the school in order to be effective in garnering installation and community support for the school and school programs.

## **22 Communications**

- References:
- (a) DoDEA Administration Instruction 1060.1 at [http://www.odedodea.edu/foia/iod/pdf/1060\\_1.pdf](http://www.odedodea.edu/foia/iod/pdf/1060_1.pdf)
  - (b) <http://www.odedodea.edu/communications/linkto.cfm?page=training>
  - (c) DoDEA Regulation 1400.0, "DoDEA Electronic Mail," August 14, 1996 located at [http://www.odedodea.edu/foia/iod/pdf/1400\\_0.pdf](http://www.odedodea.edu/foia/iod/pdf/1400_0.pdf)
  - (d) DoD Directive 5500.7, "Standards of Conduct," May 6, 1987, as amended-, located at [http://www.dtic.mil/whs/directives/corres/pdf/d55007wch1\\_083093/d55007p.pdf](http://www.dtic.mil/whs/directives/corres/pdf/d55007wch1_083093/d55007p.pdf)
  - (e) DS Regulation 1080.1, "DoDDS Internal Management Control Program," September 28, 1984, located at [http://www.odedodea.edu/foia/iod/pdf/1080\\_1.pdf](http://www.odedodea.edu/foia/iod/pdf/1080_1.pdf)
  - (f) Public Law 100-235, Computer Security Act of 1987, January 8, 1988, located at [http://www.cio.gov/Documents/computer\\_security\\_act\\_Jan\\_1998.html](http://www.cio.gov/Documents/computer_security_act_Jan_1998.html)

### **22.1 School/Community Communication**

22.1.1 School newsletters, installation television and radio programs, flyers, and other publications disseminated throughout the community are among the most effective ways to get information out to constituents. All parents should sign a release form at registration that permits their children to be photographed or interviewed by the press or by internal DoDEA offices. Approaches by local installation media may be responded to without authorization beyond that of the principal. Local commercial media should have their story lines approved at the district level before permitting them to interview or photograph within the school. Approaches by any outlet of the national media should be channeled through the DoDEA Office of Communications for approval.

22.1.2 When promoting a special program or activity within the school, flyers can be posted at exchanges, commissaries, and installation athletic facilities to ensure wide dissemination of the information. Commanders' calls are additional venues for publicizing special achievements or programs that are of community interest.

22.1.3 All newsworthy information should be shared horizontally with union representatives, parent groups, school improvement teams, and Commands, and shared vertically with district offices and area offices, when appropriate. To control the message and ensure optimal information flow, one person should be designated the communications point of contact. This can be a school administrator or a selected teacher who is chosen to serve for a specified period of time. It is important that everyone at the school knows who to go to if they need/want to get a message out to the community, the press, or to any other specific group.

### **22.2 Website**

22.2.1 One of the most powerful communications vehicles at the disposal of a principal is his/her school's Website. Because DoDEA is part of the Department of Defense, all DoDEA Websites must comply with DoD regulations and must be deemed accessible to people with disabilities. Guidance for conforming to these regulations as well as recommendations for specific information that Website visitors look for can be found in the *DoDEA Web Guide* under Publications on the DoDEA Website.

### **22.3 Intra-Management Communication**

### **22.4 Community Relations**

### **22.5 Electronic Mail (E-Mail)**

22.5.1 Each director sets specific e-mail policies for offices and schools in his/her area. The DoDEA information technology (IT) offices are:

22.5.1.1 DoDEA Headquarters IT Office located in Arlington, Virginia:

Department of Defense Education Activity  
Information Technology Division  
4040 North Fairfax Drive  
Arlington, VA 22203

22.5.1.2 DoDDS–Europe IT Office located in Wiesbaden, Germany:

Department of Defense Education Activity  
DoDDS-E  
Information Technology Division  
CMR 443 Box 7000  
APO AE 09096

22.5.1.3 DoDDS–Pacific IT Office located in Urasoe-shi, Okinawa, Japan:

Department of Defense Education Activity  
DoDDS-P  
Information Technology Division  
Unit 35007, Box 0031  
FPO AP 96373-5007

22.5.1.4 DDESS IT Office, located in Peachtree, Georgia:

DDESS Service Center  
Information Technology Division  
700 Westpark Drive  
Peachtree City, GA 30269

# **PERSONNEL**

## **23 Resource Personnel**

### **23.1 Resource Teachers and Specialists**

23.1.1 In addition to the regular classroom teachers, research teachers and specialists may be assigned to a school on a full- or part-time basis to assist in offering a comprehensive educational program in the areas of: art; music; English as a second language; host nation (DoDDS only); physical, compensatory, gifted and special education; and information, language arts, and reading.

### **23.2 Teacher Aides (Paraprofessionals)**

23.2.1 Teacher aide positions are assigned to the districts and divided among the schools primarily for use in Sure Start or pre-school programs, kindergarten, special education, and resident hall (DoDDS only).

23.2.2 The principal is responsible for interviewing, selecting, and assigning aides. Principals also are responsible for working with the aides and the teachers to whom they are assigned so that each can make a substantive contribution to the educational program.



## **24 Leave Administration**

- References:
- (a) DoDEA Regulation 5630.9, "DoDEA Leave Administration," dated April 2, 1999
  - (b) DS Regulation 5630.4, "DoDDS Absence and Leave," dated November 6, 1987
  - (c) Standard Operating Procedure, "Voluntary Leave Transfer Program for (DoDDS) Educators," dated March 25, 1998
  - (d) Family and Medical Leave Act of 1993
  - (e) DDESS Administrative Instruction 1410.2, "Leave Transfer Program," dated August 7, 1996

### **24.1 Applicability**

24.1.1 These procedures apply to all DoDEA employees.

### **24.2 Policy**

24.2.1 Leave shall be administrated in a uniform and equitable manner within the scope of applicable laws, regulations, and negotiated agreements.

### **24.3 Procedures**

24.3.1 Supervisors shall inform employees of the procedures for requesting and using leave.

24.3.2 The use of leave shall normally be requested and approved in advance. If an illness or emergency situation prevents an employee from requesting leave in advance, the employee must contact the supervisor as soon as possible to request the use of leave.

24.3.3 In most cases, the approval or disapproval of accrued leave is at management's discretion. In making the decision on whether to approve the leave, the supervisor must consider the impact of the absence on the educational program and the ability to meet staff requirements during the period of requested absence.

24.3.4 For additional guidance regarding the use of advanced leave and/or leave without pay (LWOP), supervisors should contact the servicing management employee relations (MER) specialist or site manager.

### **24.4 Family and Medical Leave Act (FMLA)**

24.4.1 Up to 12 administrative workweeks of LWOP can be granted to eligible full and part-time employees during any 12 month period for:

24.4.1.1 The birth of a child and to care for the newborn.

24.4.1.2 The placement of a child with an employee for adoption or foster care.

24.4.1.3 The care of a family member (spouse/son/daughter/parent) with a serious health condition.

24.4.1.4 A serious health condition of any employee which makes the employee unable to perform the duties of his/her position.

24.4.2 An employee may elect to substitute leave for any or all of the unpaid absence.

24.4.3 Upon return from leave under the FMLA, the employee is restored to his/her original position or equivalent position with equivalent pay, benefits, and other employment terms.

## **24.5 Voluntary Leave Transfer Program (VLTP)**

24.5.1 The VLTP permits employees who are experiencing a medical or family medical emergency to receive leave that has been donated by other employees. To qualify, the emergency situation must require the employee's absence from duty for a prolonged period of time and result in a substantial loss of income due to unavailability of paid leave (at least 24 hours). Employees may only receive leave donations from other employees who accrue leave on the same basis and who are in the same leave system.

24.5.2 Employees who personally experience a medical emergency must exhaust all of their accrued or advanced sick and annual/personal leave before they become eligible to apply to become leave recipients. If the medical emergency involves a family member, an employee must exhaust all accrued or advanced annual leave before he/she is eligible to become a leave recipient.

## **24.6 Leave Without Pay (LWOP)**

24.6.1 LWOP is an approved absence without pay requested in advance of its use by an employee. The approval of LWOP is at management's discretion, except for the following reasons:

24.6.1.1 Disabled veterans who present medical certification stating that medical treatment is required are granted LWOP to undergo necessary treatment.

24.6.1.2 Requests for LWOP under the FMLA.

24.6.1.3 Family members accompanying sponsors who are active duty military or federal civilian employees on a permanent-change-of-station (PCS) move.

## **25 Compensation for Extracurricular Duty Assignments**

**[DDESS only]**

Reference: (a) DDESS Policy Letter 1999-1: "Compensation for Extracurricular Duty Assignments," July 21, 1999

### **25.1 Eligibility**

25.1.1 Applies to eligible employees appointed to a position in the DDESS system.

25.1.1.1 This includes all professional and non-professional bargaining unit members, substitute teachers/training instructors (if not in a bargaining unit), and other school and district employees including administrators.

25.1.2 Some extracurricular duty assignments can be accomplished entirely within the duty day. When extracurricular duty assignments cannot be accomplished during the duty day thus warranting additional compensation, supervisors should ensure that as much of the work of the extra duty assignment as possible is performed outside of the regular duty day.

### **25.2 Procedures**

#### **25.2.1 Approval**

25.2.1.1 Approval authority for extracurricular duty assignments and compensation is delegated to the superintendent or his/her designee.

25.2.1.2 Activities listed on Attachment B of DDESS Policy Letter 1999-1 are authorized for extracurricular duty assignment compensation.

#### **25.2.2 Programming, budgeting, and managing**

25.2.2.1 School principals should identify which extracurricular duty assignments will be needed during the school year.

25.2.2.2 Principals will submit a request for extracurricular duty activities to be performed during the next school year to the superintendent in accordance with established timelines.

#### **25.2.3 Announcement of extracurricular duty assignments**

25.2.3.1 Each principal should post a list of extracurricular duty assignments within the school.

#### **25.2.4 Documentation**

25.2.4.1 Selected employees will complete a DDESS Extracurricular Duty Agreement for each extracurricular duty assignment.

#### **25.2.5 Certification**

25.2.5.1 Upon completion of an extracurricular duty assignment, the school principal should certify that the assignment has been completed and that compensation is authorized.

### **25.3 Compensation**

25.3.1 Teachers and other professional bargaining unit employees represented by Federal Education Association Stateside Region (FEA-SR), substitute teachers/training instructors (not in a bargaining unit), and other non-bargaining unit employees and administrators will be compensated at the extracurricular duty assignment rate of compensation authorized in the collective bargaining agreement.

25.3.2 All others (teachers and other professional employees not represented by FEA-SR, non-professional bargaining unit employees, and substitute teachers/training instructors in a bargaining unit) will be compensated at the rate established in their collective bargaining agreement or by prior practice.

## **26 Compensation for Extra-Duty Assignments**

**[DoDDS only]**

References: (a) DS Regulation 5550.9, "Compensation for Extra-Duty Assignments," October 7, 1988.

### **26.1 Eligibility**

26.1.1 Extra-duty assignments should be accomplished by employees outside the normal duty day, whenever feasible. If not feasible, such assignments may be scheduled and conducted outside the duty day. Under no circumstances will an employee be paid extra-duty compensation for work performed during an employee's scheduled duty day.

26.1.2 Administrators are not eligible to be compensated for performing an extra-duty assignment.

26.1.3 Non-TP employees who are eligible for appointment to a substitute position may receive compensation for performing an extra-duty assignment.

### **26.2 Procedures**

#### **26.2.1 Approval**

26.2.1.1 Approval authority for extra-duty compensation is delegated to the area director and may be re-delegated to the district superintendents or his/her designee.

26.2.1.2 Activities listed in Appendix A in DS Regulation 5550.9 are authorized for extra-duty compensation.

#### **26.2.2 Programming, budgeting, and managing**

26.2.2.1 School principals should identify which extra-duty assignments will be needed during the school year and the number of hours required.

26.2.2.2 Principals should submit a request for extra-duty assignments to be performed during the next school year to the approving official in accordance with established timelines.

#### **26.2.3 Announcement of extra-duty assignments**

26.2.3.1 Extra-duty assignments normally will be announced or posted before the end of the second week of the school year. Tentative assignments may be announced or posted two weeks before the closing of the previous school year.

#### **26.2.4 Documentation**

26.2.4.1 Memorandum of Understanding (MOU): Employees selected to perform an extra-duty assignment will complete a MOU for each assignment.

26.2.4.2 Extra-duty time sheet: Selected employees are responsible for recording the number of hours for each pay period during which extra-duty work is performed.

#### **26.2.5 Certification.**

26.2.5.1 Upon completion of an extra-duty assignment, the school principal should certify that

the assignment has been completed and that compensation is authorized.

### **26.3 Compensation**

26.3.1 Employees must be compensated for successfully completing an extra-duty assignment consistent with the extra-duty hourly rate ranges of compensation established by the Department of Defense Wage and Salary Division (WSD).

26.3.2 Substitute teachers are paid at the substitute teacher's rate of pay established by the WSD. The total amount of compensation received for an extra-duty assignment shall not exceed the amount of compensation identified for the hourly range of the extra-duty assignment.

## **27 Academic Salary Lane (ASL) Changes**

- References:
- (a) DoD Directive 1400.13, “Salaries and Personnel Practices Applicable to Teachers and Other Employees of the DoD Overseas Dependents’ Schools System,” July 8, 1976, as amended
  - (b) DoDDS 032145Z Oct 85 message, Subject: Change in Pay-Setting Practices Upon Completion of Higher Education, DoD Directive 1400.13
  - (c) Memorandum of Understanding between DoDDS and FEA (Academic Salary Lane Changes—Time Limit), July 16, 1997
  - (d) Staffing SOP 97-001, Oct 30, 1997
  - (e) Negotiated Agreement Between Department of Defense Dependents Schools and Overseas Education Association, September 1989
  - (f) Master Labor Agreement between DDESS and FEA-SR, July 4, 1999
  - (g) Negotiated Agreement between Antilles Consolidated Education Association (ACEA) and Antilles Consolidated School System (ACSS), dated 1 August 2000–31 July 2003
  - (h) Collective Bargaining Agreement between Overseas Federation of Teachers, AFT, AFL-CIO, and Department of Defense Dependents Schools, June 23, 1994

### **27.1 DDESS Procedures**

27.1.1 Procedures for salary adjustments for DDESS educators, except in the Antilles District, are outlined in reference (f) above. In accordance with Article 20, Section 3.c., the official transcript showing additional coursework must be provided to the district human resources site manager before an adjustment is made.

27.1.2 For teachers in the Antilles District, in accordance with Article 28, Section D, of Reference (g), the official transcripts must be provided to the district human resources site manager. The ASL will be retroactive only if the information is provided within four (4) months after completion of the last course.

### **27.2 DoDDS Procedures:**

27.2.1 Completion of higher levels of education for pay lane change

27.2.1.1 An educator who completes higher levels of education to move to a higher salary lane must apply by filling out the Academic Salary Lane (ASL) application and attaching the appropriate transcripts (front and back). Copies of transcripts must be signed and dated by the principal. (Forms may be found on the Web page under Personnel/Employment/Professional Educator Recruitment/Academic Salary Lane Changes.)

27.2.1.2 The application and transcripts should be faxed, scanned, or mailed to PERCU at DoDEA headquarters: DoDEA PERCU/ASL, 4040 North Fairfax Drive, Arlington VA 22203-1634 / fax: 703-696-2699.

27.2.2 Procedures in determining whether or not the ASL request is valid

27.2.2.1 A staffing specialist at DoDEA headquarters will verify that all coursework from an accredited college or university has been successfully completed, that all quarter hours have been

converted to the proper equivalent in semester hours, that all coursework was at graduate level, and that all coursework was earned subsequent to the date of the bachelor's degree (for the BA+15 and BA+30) or the first master's degree (for the MA+15 and MA+30). If more information is required, the educator will be notified by e-mail.

27.2.2.2 When the staffing specialist determines that all criteria have been met for approving the ASL request, the Request for Personnel Action (RPA) will be initiated and forwarded to the appropriate personnel team for processing.

27.2.3 Effective dates for the ASL will be determined as follows:

27.2.3.1 If a properly completed ASL package is filed with the school principal not later than one (1) calendar year following completion of the required credit hours, the ASL will be effective as of the first day of the first pay period following the date the education was completed or the degree granted. The filing date will be determined by the date stamped on the application by the school secretary as the receipt date.

27.2.3.2 If a properly completed ASL package is filed with the school principal later than one (1) calendar year following completion of the required credit hours, the ASL will be effective as of the first day of the first pay period following the date the properly-submitted ASL package was presented to the school principal. The filing date will be determined by the date stamped on the application by the school secretary as the receipt date.



## **28 Performance Appraisals**

- References:
- (a) DS Regulation 5430.9, “DoDDS Performance Management System,” dated December 5, 1988
  - (b) DoDEA Regulation 3000.1, “DDESS Performance Appraisal Program for Teachers and Other Professional Bargaining Unit Members,” dated July 3, 2001
  - (c) Document titled “DoDDS Educator Performance Appraisal System,” signed by DoDEA Director, undated

### **28.1 Applicability**

28.1.1 These procedures apply to all DoDEA employees.

### **28.2 Requirements**

28.2.1 Each employee must receive a performance appraisal plan which identifies the level of performance that must be met to obtain a rating of “fully successful.”

28.2.2 Each employee must receive an annual rating of record.

### **28.3 GS Employees [DoDDS and DDESS non-bargaining unit employees]**

28.3.1 Employees are evaluated on a 5-level appraisal system.

28.3.2 The rating cycle for DoDDS employees is from May 1 through April 30. In most cases, the rating cycle for DDESS employees is from July 1 through June 30.

28.3.3 Employees must receive at least one (1) mid-year review.

28.3.4 An employee may be denied a within-grade increase (WGI) if his/her performance is less than “fully successful.” The supervisor must consult with the labor management-employee relations (LMER) specialist or site manager prior to denying a WGI.

28.3.5 Employees may receive a performance award based on their annual rating of record. This award may be a monetary award or a quality-step increase.

### **28.4 DDESS Educators and Other Professional Bargaining Unit Members**

28.4.1 Performance appraisal procedures for bargaining unit GS employees are negotiated locally.

28.4.2 The rating cycle is from the first duty day through the last duty day of each school year.

28.4.3 Employees must receive at least one (1) mid-year review.

28.4.4 Employees are evaluated on a 2-level appraisal system.

### **28.5 DoDDS Educators**

28.5.1 DoDDS educators progress through a 2-level system: provisional and professional.

28.5.2 All educators new to DoDDS will be placed at the provisional level for a two-year period. Employees will receive close supervision, three (3) formal observations per year, and an annual rating of record.

28.5.3 All current employees with more than two years of acceptable experience with DoDDS will be placed at the professional level. Employees will develop a Professional Growth Plan (PGP) yearly, will be placed in the formal observation cycle every three years, and will receive an annual rating of record.

28.5.4 The PGP is a written statement of intent by the educator while at the professional level. The primary purpose is to place emphasis on professional growth through a process of effective teaching and learning practices, and professional self assessment.

28.5.5 The rating cycle is from May 1 through April 30.

28.5.6 Educators will be rated on standardized professional performance elements and standards. The rating for each element will be “satisfies” or “does not satisfy.” The summary rating for rating for appraisals will be either “acceptable” or “unacceptable.”

28.5.7 There are provisions for an intervention program to improve a teacher’s performance if the performance is found to be deficient.

## **28.6 Unacceptable Performance**

28.6.1 At any time that a non-probationary employee’s performance falls to an unsatisfactory level on one or more critical performance elements, the employee is notified of the deficiencies and provided with an opportunity in which to improve. The length of the opportunity period will vary depending on the nature of the deficiencies; however, it is normally from 30-60 days.

28.6.2 If an employee’s performance does not improve to a satisfactory level by the end of the opportunity period, action should be initiated to remove, reduce in grade, or reassign the employee.

28.6.3 The supervisor must consult with a LMER specialist or site manager prior to initiating any action regarding unacceptable performance.

## **29 Employee Discipline**

- References:
- (a) Chapter 75 of title 5, United States Code
  - (b) Title 5 , Code of Federal Regulations, Part 752
  - (c) DoDEA Regulation 5751.9, “DoDEA Disciplinary and Adverse Actions,” dated August 27, 1999
  - (d) DDESS Administrative Instruction 1435.1, “Disciplinary Actions,” dated March 12, 1996

### **29.1 Applicability**

29.1.1 These procedures apply to all DoDEA employees.

### **29.2 Policy**

29.2.1 It is DoDEA policy that supervisors initiate prompt corrective action when an employee’s conduct does not promote the efficiency of the federal service. Such corrective action must be initiated in accordance with applicable law, regulation, and collective bargaining agreements.

### **29.3 Range of Actions**

29.3.1 Corrective actions may range from informal disciplinary actions such as oral admonishments or letters of caution, to formal disciplinary and adverse actions such as letters of reprimands, suspensions, or removals. Careful judgment should be used in deciding which action to take to ensure that the penalty is appropriate to the offense and that it is imposed with consistency and equity.

29.3.2 All counseling sessions and/or corrective actions should be documented in writing.

### **29.4 Procedures**

29.4.1 Corrective discipline is normally progressive in nature. Some misconduct, however, may be so egregious that a penalty less than removal would not be appropriate.

29.4.2 When contemplating disciplinary action, a supervisor should consult with the servicing labor management-employee relations (LMER) specialist or site manager.

29.4.3 Prior to effecting a disciplinary action, an employee must be afforded all of his/her due process rights. Employees serving in a trial or probationary period do not have the same procedural protections as employees with greater tenure.

## **30 Probationary or Trial Period**

References: (a) Chapter 5, Code of Federal Regulations, Part 315, Subpart H, Civil Service Due Process Amendments of 1990

### **30.1 Applicability**

30.1.1 These procedures apply to all DoDEA employees.

### **30.2 Purpose**

30.2.1 A trial or probationary period is regarded as the final step in the examination process. An individual selected for a position is presumed to possess the skills and character traits necessary for satisfactory job performance. However, that presumption must be verified through actual performance on the job. During the trial or probationary period, the employee's conduct and performance should be closely observed, and the employee may be terminated at anytime during the trial or probationary period if the circumstances warrant.

### **30.3 Requirements**

30.3.1 Upon initial appointment to a non-temporary position within the federal government, an individual must serve a trial or probationary period.

30.3.2 An employee may be required to serve a new trial or probationary period if he/she is reassigned from a position in the competitive service to the excepted service or vice versa, to a position in a different line of work, or upon initial appointment to a supervisory position.

30.3.3 An educator who has previously completed a trial period within DoDEA and has not had a break in employment with DoDEA of more than three calendar years since completion of the trial period, will not be required to complete a new trial period.

### **30.4 Length of Trial or Probationary Period**

30.4.1 The probationary period for employees in the competitive service is one (1) year.

30.4.2 Employees in the excepted service who do not have veteran's preference serve a 2-year trial period.

30.4.3 Employees in the excepted service who have veteran's preference serve a 1-year trial period.

### **30.5 Termination for Unsatisfactory Performance or Conduct**

30.5.1 A supervisor should consult the servicing Labor Management-Employee Relations (LMER) specialist or site manager if there are concerns about an employee's conduct or job performance.

30.5.2 If, during the trial or probationary period, an employee fails to demonstrate the skills and character traits considered necessary for satisfactory job performance, action may be initiated to terminate the employee. Termination action must be developed in coordination with the servicing LMER specialist or site manager.

30.5.3 Terminations during the trial or probationary period are effective prior to the expiration of the trial or probationary period.

## **31 Employment Application System (EAS)**

### **31.1 DDESS System**

31.1.1 Currently, DDESS does not have an on-line application system. Interested candidates must apply directly to the school district in which the vacancy exists.

### **31.2 DoDDS System**

31.2.1 Candidates for employment with DoDDS can apply on-line using the Employment Application System (EAS). EAS is managed at DoDEA headquarters in Arlington, Virginia, but the information contained in the system is available to DoDEA administrators and personnelists worldwide. Any principal may see the active applications of all candidates, both local and worldwide, asking for consideration for educator and specialist positions at any time.

#### **31.2.2 Local and worldwide candidates**

31.2.2.1 “Local” applicants are family members of U.S. military members or U.S. federal employees who are living overseas “on orders”.

31.2.2.1.1 Locally available educators are hired by the field personnelists overseas according to local hiring rules and procedures. They are usually considered before CONUS (continental United States) candidates, and are hired only if fully qualified and otherwise acceptable.

#### **31.2.2.2 “Worldwide” (CONUS) hires**

31.2.2.2.1 CONUS hires are hired by the personnelists at DoDEA headquarters in Arlington, Virginia.

#### **31.2.3 Responsibility of personnelists**

31.2.3.1 Personnelists issue referral lists of candidates who have self-certified their qualifications after receiving official requests from administrators for the names of qualified candidates.

31.2.3.2 Once a referral list is returned with a selection, a personnelist ensures that all rules and regulations have been followed in making the selections and that all entitled preferences have been taken into consideration (e.g., veterans’ preferences).

31.2.3.3 The DoDEA headquarter personnel will ensure that candidates meet DoDDS certification requirements and will initiate the necessary actions to get the newly hired educators overseas in a timely manner.

#### **31.2.4 Responsibility of principals**

31.2.4.1 Principals should make official requests for referral lists of candidates for any vacant position(s) by forwarding a Request for Personnel Action (RPA) through the proper channels.

31.2.4.2 Principals should consider each candidate on the referral list by carefully reading and evaluating each application, especially those applications of preference-eligible candidates.

31.2.4.3 Principals are responsible for thoroughly checking the information on the applications by calling the candidates for phone interviews and by calling enough of the selected candidate’s

evaluators to ensure that the chosen educator is the best candidate for the position.

31.2.4.4 When possible, principals should make three selections from each referral list, ranking them in preference order.

## **32 Rotation of Administrators Policy**

Reference: (a) DoDEA Policy Memorandum, "Rotation of Administrators," P-97-002, dated May 13, 1997

### **32.1 DDESS Rotation**

32.1.1 This policy does not apply to DDESS administrators.

### **32.2 DoDDS Rotation**

32.2.1 DoDDS policy states that school principals and district superintendents will be subject to mandatory rotation at regular intervals, normally after five years at one location. Rotational assignments at intervals of three to five years contribute to the strength of the organization by facilitating the creation of a common vision, a common language, and a diverse knowledge base that will serve to further unify DoDDS. Educational leaders are more effective if their perspectives are shaped by a variety of experiences reflecting the unique aspects of the system.

32.2.2 Extensions and exceptions

32.2.2.1 Extensions may be approved for compelling circumstances such as health concerns, pending retirement, or other personal reasons.

32.2.2.2 Shorter tours may be appropriate because of management and community needs, or personal circumstances.

32.2.3 Reassignments

32.2.3.1 A number of factors are considered when reassigning administrators. These include qualifications and preferences of administrators, recommendations, and input from the community and other stakeholders.

32.2.3.2 Movement to other districts and areas is encouraged.

32.2.3.3 Incentives, such as shorter tour lengths, may be offered to induce voluntary movement into hardship areas.

32.2.3.4 All movement of school principals and district superintendents must be approved in advance by the DoDEA Director.

32.2.3.5 Reassignments will normally be announced early in the spring of each year.



### **33 Transportation Agreements, Tours of Duty**

- References: (a) DoD Directive 1400.13, Subject: "Salaries and Personnel Practices Applicable to Teachers and Other Employees of the DoD Overseas Dependents' Schools System," July 8, 1976  
(b) DoD Joint Travel Regulations, Volume 2, Appendix Q.D.2.a

#### **33.1 Eligibility**

33.1.1 Travel and transportation eligibility for DoD employees and their dependents is governed by the provisions of the Joint Travel Regulations (JTR), Volume 2.

#### **33.2 Tours of Duty**

33.2.1 Tours of duty for teachers are one or two school years, depending upon the area of assignment. In accordance with paragraph C4164 of the JTR, a teacher who has satisfactorily completed the agreed period of service requirement in his/her transportation agreement will be authorized travel to his/her place of actual residence in the United States for purposes of taking leave-without-pay during the summer recess under renewal agreement travel (RAT) authority whether return is to the same or another overseas area.

33.2.1.1 A school year for teachers, as defined in the JTR and the Transportation Agreement for Professional School Personnel, consists of 190 working days including not less than 175 days of classroom instruction. DoD has previously confirmed that 175 days of classroom instruction is acceptable as the minimum eligibility requirement for renewal agreement travel eligibility and meets the legal requirement of Reference (f) in locations where the tour of duty is one school year.

33.2.2 In accordance with Reference (a), when an offer is made to a CONUS (continental United States) hire up to two weeks before the beginning of the school year and the educator arrives at the post of assignment after the beginning of the school year due to processing and transportation delays, the educator is administratively excused and paid as if he/she arrived on time and actually served the missed time. This applies to time served under a transportation agreement. **[Applies only to DoDDS]**

33.2.3 The tours of duty established for DoD civilian employees in OCONUS (outside the continental United States) localities are uniform within each area. Standard tours of duty are 36 months under an initial agreement and 24 months under renewal agreements negotiated with employees assigned OCONUS. (Exceptions to the standard tours of duty are provided in Appendix Q of the JTR, Volume 2.) **[Applies only to General Schedule (GS) employees]**

## **34 Step Increases**

- Reference:
- (a) Master Labor Agreement between Federal Education Association/Stateside Region (FEA/SR) and the Department of Defense Domestic Dependent Elementary and secondary Schools (DDESS) effective July 4, 1999.
  - (b) Negotiated Agreement between Antilles Consolidated Education Association (ACEA) and Antilles Consolidated School System (ACSS) dated 1 August 2000 – 31 July 2003
  - (c) Negotiated Agreement Between Department of Defense Dependents Schools and Overseas Education Association, September 1989
  - (d) Collective Bargaining Agreement between Overseas Federation of Teachers, AFT, AFL-CIO, and Department of Defense Dependents Schools, June 23, 1994
  - (e) Title 5, Code of Federal Regulations, Part 531.405
  - (f) Title 5, United States Code, 5722

### **34.1 Step Increases—DoDDS**

34.1.1 **[Applies only to DoDDS]** Each full-time teacher shall advance one (1) numerical service step for each school year of satisfactory service until he/she reaches the first longevity step increase. Then he/she will be advanced according to service requirements for each longevity step provided that he/she has been in a full-time pay status at least 150 days during his/her last previous school year with DoDEA.

34.1.1.1 Each half-time teacher shall advance one (1) numerical service step upon completion of the prescribed waiting period for each two school years in accordance with the above.

34.1.1.2 A teacher who works the first year on a half-time basis and the second year on a full-time basis shall advance one (1) step after completion of the second year.

### **34.2 Step Increases—DDESS**

34.2.1 **[Applies only to DDESS FEA/SR unit members]** Steps 0 through 29 of the salary schedules are annual step increases payable upon completion of one year in the service step. A year of service is defined as no fewer than 120 workdays.

34.2.2 **[Applies only to DDESS ACCS unit members]** A unit employee is entitled to a step increase in his/her salary group after satisfactory completion of one duty year (a minimum of 120 work days) of non-intermittent employment in a unit employee position the preceding year.

34.2.3 **[Applies only to General Schedule-GS Employees]** Reference (e) authorizes within-grade step increases after certain waiting periods at certain grades provided that the employee has demonstrated an acceptable level of competence. An employee who has not reached the highest step for a particular position is generally advanced to the next step following completion of the required waiting period if the employee's rating of record for the most recently completed appraisal is at least "fully successful" or equivalent, and if no equivalent increase was received during the waiting period. The required waiting periods are as follows: 53 weeks for steps 2, 3, and 4 ; 104 weeks for steps 5, 6, and 7; and 156 weeks for steps 8, 9, and 10.

## **35 Work Related Injuries**

References: (a) Title 5, U.S.C. Subpart G, Chapter 81, Compensation for Work Injuries 20 CFR, Part 10, Claims for Compensation Under the Federal Employees Compensation Act (FECA) Publication CA 810, Injury Compensation, United States Department Of Labor, Employment Standards Administration, Office of Workers' Compensation Programs, January 1999

### **35.1 Overview.**

35.1.1 All in DoDEA share a mutual goal of preventing on-the-job injuries and illnesses to fellow DoDEA employees. Accidents result in personal tragedies as well as expenses from medical services, lost time, and property damage. If an accident does occur, supervisors should take the following steps to help the effected employee.

### **35.2 What Supervisors Should Know**

35.2.1 All work injuries and diseases resulting from employment are covered under the Federal Employees' Compensation Act (FECA), except those injuries or death caused by willful misconduct of the employee by intent to bring about the injury or death of himself/herself or another, or those caused by intoxication (whether by alcohol or illegal drugs) of the injured employee. Work-related injuries are identified as types traumatic injury and occupational disease.

35.2.1.1 A traumatic injury is a wound or other condition of the body caused by external force including stress or strain. The traumatic injury must be identifiable as to time and place of occurrence, and the part or function of the body affected. It must have been caused by a specific event or incident, or series of events or incidents, within a single day or work shift.

35.2.1.2 An occupational disease or illness is a condition produced by the work environment over a period longer than one workday or shift. The condition may result from infection, repeated stress or strain, or repeated exposure to toxins, poisons, fumes, or other continuing conditions of the work environment.

35.2.2 Supervisors should be aware of the type of injury an employee has sustained to ensure that the employee's rights and benefits under FECA are not denied or delayed due to improper or incomplete filing of necessary forms and or documents.

### **35.3 What Supervisors Should Do**

35.3.1 When an employee sustains a traumatic injury, preferably immediately but not later than 30 days after the injury, supervisors should have the employee complete form CA-1, "Federal Employee's Notice of Traumatic Injury and Claim for Continuation of Pay/Compensation." Supervisors should emphasize the importance of making a record of the injury no matter how slight it appears. The employee's description of the injury, the cause of injury, and the nature of the injury should be in his/her own words. If an employee is incapacitated and unable to complete the form, the supervisor or someone acting on behalf of the employee can complete the form.

35.3.1.1 When he/she receives the CA-1 form, the supervisor should complete the "receipt of

notice of injury” and give it to the employee. Supervisors should also complete the Official Supervisor’s Report on the reverse side of the form.

35.3.1.2 Employees are entitled to immediate first aid and full medical care, including hospitalization, without cost. The injured employee has the option to initially select a duly qualified physician or hospital or U.S. government medical facility in the area.

35.3.1.2.1 Generally speaking, 25 miles is a reasonable distance to travel for medical care. However, extenuating circumstances such as the ability to obtain transportation and the time involved to travel should be taken into account.

35.3.1.3 If an employee requires medical treatment for the injury, the supervisor should complete the front of form CA-16, “Authorization for Examination and/or Treatment” within four (4) hours of the request, if possible. If there is no time to complete the form, a supervisor may authorize medical treatment by telephone and send the completed form to the medical facility within 48 hours.

35.3.1.3.1 Form CA-16 provides an employee with limited medical services until the facts of the case can be fully evaluated. Supervisors should use discretion when issuing CA-16s more than a week after the injury has occurred, as the purpose of the CA-16 is to provide the employee immediate medical treatment. In most cases, if more than a week has passed since the injury, the need for immediate treatment would already been apparent.

35.3.2 An employee, or someone acting on behalf of the employee, filing a claim for occupational disease or illness must complete form CA-2, “Notice of Occupational Disease and Claim for Compensation.”

35.3.2.1 To facilitate the submittal of evidence, FECA has developed eight checklists to help employees and agency personnel gather and submit material required for adjudication of occupational disease or illness claims as follows: (1) occupational disease in general, (2) hearing loss, (3) asbestos-related illness, (4) coronary/vascular condition, (5) skin disease, (6) pulmonary illness (not asbestosis), (7) psychiatric illness, and (8) carpal tunnel syndrome. The supervisor should issue to the employee or his/her representative two copies of the appropriate checklist, and form CA-35A through H, “Evidence Required in Support of a Claim for Occupational Disease” found in Appendix C of Publication CA-810, “Injury Compensation for Federal Employees” published by the U.S. Department of Labor, Employment Standards Administrations, Office of Workers’ Compensation Programs (OWCP).

35.3.2.2 Upon receiving form CA-2, the supervisor should complete and sign the reverse side, including commercial telephone numbers for contact information. The attached receipt should be signed and returned to the employee, along with a copy of the entire form. The supervisor should review the employee’s portion of the form, and provide any statements to include supporting or non-supporting evidence of the disease or illness being claimed. The CA-2 should then be forwarded to the DoDEA headquarters personnel center (within 10 working days of its receipt from the employee).

35.3.2.3 Supervisors are not authorized to issue form CA-16s to employees filing claims for occupational diseases or injuries. Employees seeking medical treatment are financially responsible for their treatment until the claim has been accepted by the OWCP.

## **35.4 Where to File Claims**

35.4.1 OWCP requires that agencies file forms CA-1 and CA-2 within 10 working days after

receipt. To meet this timeframe, supervisors must submit the completed initial reports of injuries notices immediately upon receipt to the DoDEA headquarters personnel center.

### **35.5 Lost Time Injuries.**

35.5.1 As a general rule, an employee who sustains a traumatic injury is eligible for continuation of pay (COP). COP is continuation of an employee's regular pay for up to 45 calendar days of wage loss due to disability and/or medical treatment. It is paid only in connection with a traumatic injury, and claim form CA-1 must be filed within 30 days of the injury. The employee may choose to use sick or annual leave or enter a leave-without-pay status and claim compensation from OWCP.

35.5.1.1 Employees filing claims for traumatic injuries 30 days after the injury are not eligible to receive COP. Supervisors should contact the DoDEA injury compensation program administrator for guidance on such employees.

35.5.2 Employees filing claims for occupational disease or illness are not eligible to receive COP. Supervisors should contact the agency injury compensation program administrator for guidance on such employees. When disability results from an occupational disease, the employee may choose to use sick or annual leave or enter a leave-without-pay status and claim compensation from the OWCP.

35.5.3 If a disability continues beyond 45 calendar days, DoDEA shall terminate regular pay and compensation that may be payable by OWCP. Supervisors should direct their timekeepers to check the Timekeeper's Manual for proper coding of hours on the timecard under this provision.

## **36 Hiring Procedures**

### **36.1 Overview**

36.1.1 Superintendents, working with their principals, have the responsibility of identifying staffing requirements for the upcoming school year. Superintendents' responsibilities include making reassignments within their districts to resolve staffing imbalances. The DoDEA headquarters personnel center staffing section asks each district to identify projected vacancies and excess educators as early as possible. Districts should provide the following information by the announced deadline: (1) projected and actual vacancies by school and teaching category, (2) excess teachers, and (3) teachers reassigned within the district.

### **36.2 Priority of Placement [DoDDS]**

36.2.1 Teachers returning to their districts from approved educational leave are considered first in hiring.

36.2.2 After teachers returning to their districts have been placed, teacher transfer program participants are considered. The teacher transfer program gives current DoDEA employees a chance to transfer to different locations before the hiring of new, outside educators begins.

36.2.3 Fully qualified local candidates are considered next.

36.2.4 After the above priorities have been considered, the following order is observed for CONUS (continental United States) hiring:

36.2.4.1 Current DDESS educators (may be considered, but hiring is not required),

36.2.4.2 CONUS applicants with veterans' preference,

36.2.4.3 DoDDS student teachers,

36.2.4.4 Former DoDEA educators, and

36.2.4.5 Other CONUS applicants.

### **36.3 Procedures**

36.3.1 DDESS procedures

36.3.1.1 Paraprofessionals and substitutes for DDESS positions are filled through open and continuous announcements. Interested candidates should submit their applications to the site manager of the school district in which the vacancy is located.

36.3.2 DoDDS procedures

36.3.2.1 Local hires for DoDDS are hired by the local overseas personnel offices using locally established rules and procedures. Applications may be submitted in paper form or via the Employment Application System (EAS) indicating the local areas of availability. Once vacancies are established, the field personnel office determines the availability of qualified local candidates and provides referral lists to the selecting officials. If there are no acceptable candidates, the positions are forward to the DoDEA personnel office for CONUS recruitment.

36.3.2.2 Paraprofessional positions for overseas vacancies are advertised through open and continuous announcements. Interested candidates should contact their field personnel representative for qualification and procedures.

36.3.2.3 Substitute positions for overseas vacancy announcements are advertised through open and continuous announcements. The qualification for substitutes varies from location to location depending upon the availability of candidates. Interested candidates should contact their field personnel office for qualifications and procedures.

## **37 Educator Licensure**

- References:
- (a) DS Regulation 5000.9, “Educator Licensure Program”, dated June 25, 2003
  - (b) DS Regulation 5000.9, “Educator Licensure Program”, dated February 6, 2001, with changes, hereby canceled
  - (c) Public Law 95-561, “Defense Dependents’ Education Act of 1978”
  - (d) DoDEA Pamphlet, “Overseas Employment Opportunities for Educators,” current on-line brochure
  - (e) DoDEA 5335.9 “Educator Career Program,” March 18, 1998
  - (f) Antilles Consolidated School System DoDEA/DDESS – Puerto Rico Pamphlet “Employment Opportunities for Educators”
  - (g) DDESS Policy Letter 02-001, “Certification of Education Professionals (excluding Puerto Rico and Guam),” dated June 26, 2002

### **37.1 Overview**

37.1.1 The Educator Licensure Program document ensures that the process of certification and recertification verifies that an educator has satisfactorily completed the requirements for a given certificate and assures the public that only properly trained individuals are allowed to instruct and administer academic programs. It establishes certification and recertification program policy and guidance for DoDDS and DDESS.

### **37.2 DDESS Certification**

37.2.1 Educators employed within CONUS must obtain and maintain professional certification from the state in which the school district is located. DDESS educators in Guam must obtain and maintain professional certification from either DoDDS or from any state, commonwealth, or U.S. territory. DDESS educators in Puerto Rico must meet DoDDS certification requirements.

37.2.2 Employees are required to be certified at the time of hiring in DDESS. However, in emergency situations, employees may be hired without appropriate certification.

### **37.3 DoDDS Certification**

37.3.1 Certification is a process that verifies that an individual has satisfactorily completed specified requirements for a given certificate. A valid certificate must be held by permanent educators at all times.

37.3.2 A certificate is valid for six years.

37.3.3 Certificates will expire on the date shown on the face of the certificate. An exception may be approved when it is determined by the appropriate area director and the DoDEA Director to be in the best interest of DoDEA to do so.

### **37.4 Recertification [DoDDS]**

37.4.1 To renew a certificate, official transcripts reflecting a minimum of six (6) semester hours



(undergraduate or graduate) must be presented to show documentary evidence of completion of course work. Course work is accepted only from U.S. colleges or universities accredited by one of the six regional institutional accrediting associations (Middle States, New England, North Central, Northwest, Southern, and Western).

37.4.2 Of the six (6) semester hours required, three (3) semester hours must be credit earned in a subject area or grade level in which the educator is currently assigned, or in a subject area or grade level which will qualify the educator for another position category.

37.4.3 Course work must be earned during the recertification cycle..

37.4.4 Recertification credit may not be carried over from one 6-year recertification cycle to the next.

### **37.5 Adding Endorsement Areas [DoDDS]**

37.5.1 Educators may request additional endorsement areas. This is accomplished by submitting, to the DoDEA Licensure Unit (LU), DS Form 5-70 (“Application for Certification”) and official transcripts or a copy of a valid professional certificate issued by a state department of education in the United States.

37.5.2 The existing qualification standards (position categories and requirements) or the educator’s valid professional certificate will be used to make a proper qualification determination for the desired teacher category(ies).

37.5.3 A letter of endorsement will be issued reflecting the additional areas of certification, and should be used in conjunction with the current certificate.

### **37.6 Management Directed Reassignments**

37.6.1 Managers are required to contact the LU prior to reassigning an educator to a new position. The LU will make a proper determination and advise the manager if the educator is qualified to teach the subject area(s) in question.

### **37.7 Types of Educator Licenses**

37.7.1 There are three types of educator licenses in DoDEA:

37.7.1.1 Educator Professional License. The educator fully meets DoDDS or state qualification requirements and has successfully completed two years in a teaching position with DoDEA.

37.7.1.2 Educator Provisional License. This license is issued to all newly hired educators who do not meet the requirements for a Professional License.

37.7.1.3 Educator Emergency License. This license is intended to support unique staffing needs when a fully qualified educator is not available to fill a vacancy which is essential to an instructional program.

37.7.1.3.1 The superintendent and school principal must request the Education Emergency License, in writing, providing a recommendation for the potential employee and a justification. The request must be forwarded to the LU for approval.

37.7.1.3.2 The Educator Emergency License expires not later than the end of the school year in which it is issued. It may be renewed for one additional school year, and no further extension may be approved.

### **37.8 Removal of Teacher Categories**

37.8.1 The LU may, at an educator's request, remove categories from his/her certificate. However, management may reassign an employee to a position for which he/she is fully qualified even if the category is not on his/her current certificate.

## **38 Educator Career Program [DoDDS]**

References: (a) DoDEA Regulation 5335.9, "Educator Career Program," March 18, 1998

### **38.1 Overview**

38.1.1 The Educator Career Program (ECP) is a system used by DoDDS to fill principal and assistant principal positions. The ECP is not the only system used to fill these positions. Positions may be filled by vacancy announcements open to all source candidates. Positions will be filled from among the best-qualified available candidates from within or outside DoDDS.

38.1.2 All positions covered by the ECP are in the excepted service.

38.1.3 The ECP is not used to fill positions in DDESS. Employees are eligible to apply to the ECP for positions in DoDDS.

### **38.2 Application Process**

38.2.1 The ECP is announced annually for applicants interested in promotion or lateral assignments. ECP applications are not accepted out of cycle. Candidates applying for promotion must write a narrative response for each of the Knowledge, Skills and Abilities (KSAs) listed in the ECP announcement. Principals and assistant principals who are applying only for lateral reassignment are not required to complete the KSAs.

38.2.2 Applicants must meet minimum qualification standards for course work by the time the application is submitted to the rating supervisor. All ECP positions require at least a Master's degree with some specified course work. Applicants must also meet general and specialized experience requirements.

### **38.3 ECP Rating Panel**

38.3.1 The ECP rating panel is conducted annually by a group of assistant superintendents from each DoDDS district. A team of at least three panel members is assigned to rate a specific KSA for every announcement. At least two members from each team rate each KSA. Any disagreement between the two raters is resolved by the third team member or by the rating panel chairperson. This process allows development of a degree of expertise on the particular KSA by each rating team, and ensures consistency of scoring throughout the applications.

38.3.2 Scores assigned by the rating team are based on a scoring rubric for each KSA. Total scoring for the KSAs can range from 0 to 80 points; an additional 0 to 20 points may be derived from the supervisor's assessment. Final scoring ranges from 0 to 100 points.

38.3.3 ECP rating scores are available to applicants through the Web-based ECP database shortly after the rating panel concludes its work.

### **38.4 Referral Process**

38.4.1 Referral lists are issued to superintendents at their request. Two lists may be issued for each

vacancy: a promotion list and a lateral list. Upon request by the superintendent, an additional list of external applicants can be issued.

38.4.2 Promotion lists contain the 15 top-rated applicants who indicated the specific location of the vacancy.

38.4.3 Lateral lists contain all applicants who hold permanent positions at or above the salary schedule level of the vacancy, indicate availability for assignment, and request geographic consideration for a specific location.

38.4.4 At the request of the superintendent, a referral list can be issued without regard to applicants' geographical preferences.

## **38.5 Selection Process**

38.5.1 Selections are made by the district superintendent, with the coordination and approval of the area director, for principal and assistant principal positions.

38.5.2 Superintendents have the option of conducting a community advisory panel to evaluate applicants and make recommendations. The community advisory panel consists of stakeholders in the community which the school serves, and may include commanders, their representatives, parents/sponsors, union representatives, and other community leaders. There is no requirement to conduct a community advisory panel or to interview applicants.

38.5.3 ECP applicants who receive a formal offer through the ECP program are expected to accept the offer. Failure to accept an offer of a position which the applicant has listed as acceptable will result in non-consideration for future positions for the following school year. Failure to accept one of three formal offers in geographic locations not listed by the applicant will result in non-consideration for future positions for the following school year.

## **39 Student Teaching Program**

Reference: (a) DS Regulation 5308.1, “Student Teaching Program,” dated July 8, 1987

### **39.1 Overview**

39.1.1 DoDEA makes a concentrated effort to support college and university student teaching programs. Student teaching programs are an effective vehicle for exposing student teachers to DoDEA and for bringing them into the applicant pool. DoDEA has student teaching agreements with many colleges and universities.

### **39.2 DDESS Student Teaching Program**

39.2.1 Students who propose to student teach in DDESS must apply directly to the schools. The school will coordinate with the applicable district superintendent’s office.

### **39.3 DoDDS Student Teaching Program**

#### **39.3.1 Program objectives**

39.3.1.1 DoDDS has established a student teaching support program with accredited colleges and universities so that student teachers can travel overseas to work with certified DoDDS teachers.

39.3.1.2 The colleges and universities establish their own requirements for student teachers in terms of time spent at the overseas location and the requirements needed for academic credit.

39.3.1.3 DoDDS gains the assistance that student teachers provide in and outside of the classrooms.

#### **39.3.2 Application and placement**

39.3.2.1 Prospective student teachers apply directly to their designated college or university representatives to participate in the DoDDS student teaching program. They do not apply to DoDDS.

39.3.2.2 If the college/university representative agrees that their school is able to support the student in an overseas student teaching program with DoDDS, the representative forwards the application to the Educator Recruitment and Staffing Office, DoDEA Headquarters, Arlington, Virginia.

39.3.2.3 DoDEA headquarters personnel will work with personnel in the area offices to arrange placement for the student, and will notify the college/ university once placement has been arranged.

#### **39.3.3 Guidelines and expectations**

39.3.3.1 Student teachers are expected to assist DoDDS teachers in all teaching activities and duties including planning and presenting lessons, ensuring that instructional materials are ready for use, organizing and maintaining the learning environment, and managing the classroom.

39.3.3.2 The colleges and universities will ensure that their student teachers meet the

established academic requirements for college/university credit, and that they are observed and evaluated by college/university personnel.

39.3.3.3 Neither the DoDDS cooperating teachers nor the student teachers are paid for participation in the student teaching program.

## **40 Time and Attendance**

### **40.1 Overview**

Time and attendance reporting is accomplished in accordance with procedures established by the Defense Finance and Accounting Service (DFAS) regulations. Administrators are responsible for certifying time and attendance for each staff member under their supervision prior to input by the timekeeper.

### **40.2 Certification of Time and Attendance**

Certification of time and attendance is an authorization for the expenditure of government funds. Normally, administrators may not maintain and certify their own timesheet, i.e., the next level supervisor must certify.

### **40.3 Supervisor's Responsibility**

The administrator may assign the duty of keeping daily attendance records to a subordinate. Delegating or assigning these responsibilities does not relieve the administrator of the responsibility for the accuracy of the timesheets which he/she is certifying. Administrators should validate attendance through personal observation to the extent possible. Normally, timekeeping responsibilities should not be assigned to individuals who cannot actually observe employee attendance and absence on a daily basis.

## **41 Labor Relations**

- References:
- (a) Chapter 71 of Title 5, United States Code
  - (b) Master Labor Agreement between Federal Education Association/Stateside Region (FEA/SR) and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) effective July 4, 1999.
  - (c) Negotiated Agreement between Antilles Consolidated Education Association (ACEA) and Antilles Consolidated School System (ACSS) dated 1 August 2000–31 July 2003
  - (d) Negotiated Agreement Between Department of Defense Dependents Schools and Overseas Education Association, September 1989
  - (e) Collective Bargaining Agreement between Overseas Federation of Teachers, AFT, AFL-CIO, and Department of Defense Dependents Schools, June 23, 1994

### **41.1 Applicability**

These procedures apply to all DoDEA employees.

### **41.2 Authority**

Chapter 71 of Title 5, United States Code, which is known as the Federal Service Labor-Management Relations Statute, authorizes federal employees to be represented by labor unions. In the context of labor relations, the statute prescribes the rights of the employee, the labor union, and management.

### **41.3 Employee Rights**

Under the statute, employees have the right to form, join, or assist any labor union, or to refrain from any such activity, freely and without fear of penalty or reprisal, and they will be protected in the exercise of this right. This includes the right for the employee to act for a labor union in the capacity as a representative, or to engage in collective bargaining with the agency in regard to conditions of employment.

### **41.4 Collective Bargaining Agreement**

The collective bargaining agreement, or contract, is a document arrived at by negotiations between management and the union. It details the rights and responsibilities of the union and of management. As such, it implements the laws, rules, regulations, and DoDEA policies in governing day-to-day personnel dealings. The collective bargaining agreement applies to all employees in the collective bargaining unit.

### **41.5 Grievance Procedures**

Every collective bargaining agreement in the federal sector includes a grievance procedure that provides for final and binding arbitration. It is in the parties' best interest to resolve grievances at



the lowest level.

**41.6 Collaborating with Union Officials**

Involvement in day-to-day issues and grievance handling usually brings managers face-to-face with union officials. While officially representing the union or employees, union representatives are entitled to more flexibility than might be acceptable in routine supervisor-employee dealings.

**41.7 Memoranda of Understanding**

Memoranda of Understanding entered into at the DoDEA headquarters level are posted at the personnel center web site, [www.odedodea.edu/pers](http://www.odedodea.edu/pers).

**41.8 Assistance**

For questions regarding the negotiated agreement, partnering with union officials, and labor relations issues in general, administrators should consult with upper-level DoDEA administrators and/or a management employee relations (MER) specialist.

# MANAGEMENT

## **42 Pledge of Allegiance / The American Flag**

References: (a) Chapter 1 of title 4, United States Code

### **42.1 School Policy**

42.1.1 Each school will have an established written policy to provide students with the opportunity to recite the Pledge of Allegiance and to salute the American flag. At a minimum, this policy will require that time be set aside for reciting the Pledge of Allegiance daily at all schools.

42.1.1.1 Either the classroom teacher or a student may lead the recitation of the Pledge of Allegiance. If a classroom teacher chooses not to participate, another staff member or student, on a voluntary basis, may be designated as the leader.

42.1.1.2 The Pledge of Allegiance should be rendered by standing at attention facing the flag with the right hand over the heart.

### **42.2 Student Rights**

42.2.1 Students have the right to recite the Pledge of Allegiance and to salute the American flag but may decline to do so as long as they respect the rights of others who wish to do so.

42.2.1.1 No student shall be compelled to join in reciting the Pledge of Allegiance if he/she objects, or if his/her parents/sponsor objects to such an exercise on religious or philosophical grounds.

42.2.1.2 No disciplinary sanction may be imposed for refusal to participate in saying the Pledge of Allegiance.

### **42.3 Student Responsibilities**

42.3.1 Students have a responsibility for showing proper respect for those who wish to participate in the Pledge of Allegiance, in flag salutes, or in other patriotic ceremonies, and to respect the customs and flags of all nations.

42.3.1.1 No student shall be subjected to unfavorable comment or stigmatization for his/her decision to participate or abstain from participation in the Pledge of Allegiance, flag salutes, or other patriotic ceremonies.

42.3.1.2 Nonparticipating students are expected to sit quietly or stand silently during the Pledge of Allegiance, flag salutes, or other patriotic ceremonies, and not to engage in any disrupting or distracting activity.

42.3.1.3 Willful disruption or interference with the exercise of the Pledge of Allegiance, flag salutes, or other patriotic ceremonies by others may result in the same disciplinary measures accorded to other instances of classroom disruption in school.

## **42.4 Display of the Flag of the United States**

Reference: (a) Chapter 1 of title 4, United States Code

42.4.1 The U.S. flag should be displayed during school hours at or near every DoDEA school.

42.4.1.1 At foreign locations, local policies and regulations are to be followed.

42.4.1.2 The flag should be displayed only from sunrise to sunset unless proper illumination is used during the hours of darkness.

42.4.1.3 The flag should not be displayed on days when the weather is inclement.

42.4.1.4 Students should be taught the proper display of the flag and encouraged, on a voluntary basis, to assist in the care and display of the U.S. flag.

42.4.1.5 Proper protocols for the display of the flag should be demonstrated and taught at the school. Local military protocol offices may provide additional information on the proper protocols.

42.4.2 The U.S. flag should be displayed in all general classrooms to be used in conjunction with the Pledge of Allegiance.

42.4.3 The flag should be displayed at all student assemblies, student functions, or general meetings held in the school or on the school grounds.

42.4.4 The flag shall be flown at the half-staff position based on Executive Order upon the death of a principal figure of the U.S. government or the governor of a state, territory, or possession as a mark of respect to their memory.

42.4.4.1 In the event of the death of other officials or foreign dignitaries, the flag is to be displayed at half-staff according to Presidential instructions or orders, or in accordance with recognized customs or practices not consistent with law.

42.4.4.2 When flown in the half-staff position, the flag is first hoisted to the peak for an instant and then lowered to a position one-half the distance between the top and bottom of the staff. The flag should be raised to the peak before it is lowered for the day.

42.4.5 The flags of states, cities, localities, or other countries may also be displayed with the U.S. flag as a sign of respect for those domains.

42.4.5.1 The U.S. flag should be at the top of the halyard when state, city, or locality flags are flown on the same halyard. When these flags are flown together on separate and adjacent halyards, the U.S. flag should be hoisted first and lowered last. No other flag or pennant should fly higher than the U.S. flag or to the right of the U.S. flag.

42.4.5.2 When the flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be approximately of equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

42.4.5.2.1 In foreign settings, local military protocol offices should be contacted for guidance regarding the display of the U.S. flag with other flags.

## **43 Religious Expression and Activity**

- References:
- (a) First Amendment to the United States Constitution
  - (b) Equal Access Act, 20 U.S.C. 4071 et. seq.
  - (c) DoDEA Memorandum, “Presidential Policy on Religious Expression and Activity in United States Public Schools,” dated January 28, 1997

### **43.1 Introduction**

43.1.1 DoDEA schools do not conduct religious exercises nor support or sanction any particular religious beliefs or practices.

43.1.2 Students have the right to observe their own religious beliefs and practices in school provided that such activities neither violate the rights of others nor disrupt or interfere with school activities.

43.1.3 Most situations involving religious expression and activity in DoDEA schools are fact-specific and involve legal subtleties. Principals are strongly encouraged to seek guidance regarding specific questions or issues from the DoDEA office of general counsel.

### **43.2 Student Prayer and Religious Discussion**

43.2.1 Students have the same right to engage in individual and group prayer and religious discussion during the school day as they would to engage in other types of comparable speech.

43.2.2 Principals shall ensure that no student is coerced to participate in student-initiated religious activities.

### **43.3 School Sponsorship of Prayer**

43.3.1 DoDEA personnel are prohibited from mandating or organizing prayers by students at assemblies, graduations, presentations, lectures, and other school-sponsored events either directly or through the use of outside speakers.

### **43.4 Use of School Facilities by Student Religious Groups**

43.4.1 The Equal Access Act provides student-initiated high school religious groups, with a voluntary membership, the right to meet in school facilities before, during, or after the school day to the same extent that other non-curricular, non-religious clubs or groups meet.

## **44 School Calendar**

- References:
- (a) DS Regulation 1300.1, “DoDDS Organization,” August 20, 1985, with change 1
  - (b) North Central Association Commission on Accreditation and School Improvement, “Resources and Allocations: Time,” current
  - (c) MLA, Article 18, Section 3
  - (d) Chapter 71 of Title 5
  - (e) DoD Instruction 1342.25, paragraph 5.3.9.3

### **44.1 DoDDS School Year Calendar**

44.1.1 Master school year calendars will be written and coordinated at DoDEA headquarters.

44.1.2 Principals will assure that local school calendars meet the required number of classroom days of instruction and teacher workdays in accordance with guidance provided by the DoDEA Director and coordinated with the district superintendent.

44.1.3 Principals will ensure that local school calendars are coordinated with officials from all the local communities having students who attend the school.

### **44.2 DDESS School Year Calendars**

44.2.1 DDESS calendars are established by the district superintendents and planned, where possible, to mirror the calendars in the surrounding local education community.

44.2.2 In accordance with MLA, Article 18, Section 3 (where applicable), calendars will consist of 180 instructional days and 10 non-instructional days to be used for orientation, staff development, record keeping, parent/teacher conferences, etc.

44.2.3 In accordance with Section 5 of the same article, the Union will be provided the opportunity to provide input prior to adoption of the calendar and DDESS will bargain impact and implementation in accordance with Chapter 71 of Title 5. In accordance with DoD Instruction 1342.25, paragraph 5.3.9.3, the school board will also be provided the opportunity to review and provide comments on the proposed calendar before it is finalized.

44.2.4 All calendars must meet the requirements of their respective accrediting agency.

## **45 Eligibility**

- References: (a) Section 2164 of title 10, United States Code  
(b) DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)," March 4, 1997

### **45.1 DDESS Eligibility**

#### **45.1.1 Student eligibility in CONUS (continental United States)**

45.1.1.1 The principal of the school is responsible and accountable for determining the eligibility of dependents and enrolling them in the school. The principal ensures that the parent/sponsor:

45.1.1.1.1 is an active duty military member or federal civilian employee residing in permanent government quarters on the military installation, or

45.1.1.1.2 has a letter from the base housing office stating that government quarters will be available within 90 school days.

45.1.1.2 Military members or federal civilian employees must provide proof of status, i.e., military orders and receipt of quarters from the base housing office. "Permanent government quarters" does not include TLF (temporary lodging facility), VOQ, etc.

45.1.1.3 Dependents of DDESS professional employees in CONUS are not eligible unless assigned permanent government quarters.

#### **45.1.2 Student eligibility in U.S. territories, possessions, and commonwealths**

45.1.2.1 Eligible dependents are considered:

45.1.2.1.1 Dependents of military members on active duty, or federal civilian employees residing in permanent government quarters on a military installation in a territory, possession, or commonwealth.

45.1.2.1.2 Dependents of military members on active duty stationed or homeported in a territory, possession, or commonwealth but not residing in permanent government quarters on a military installation.

45.1.2.1.3 Dependents of military members on active duty who have been assigned to a remote location or unaccompanied tour of duty and whose dependents have been authorized by orders to reside in a territory, possession, or commonwealth. This also includes dependents of military members assigned by orders to "unusually arduous sea duty."

45.1.2.1.4 Dependents of full-time federal civilian employees not residing in government quarters on a military installation but residing in a territory, possession, or commonwealth who occupy transferable positions as designated by their respective agency. ("Transferable position" means the employee is subject by policy and practice to transfer or reassignment to locations where English is the language of instruction in the schools normally attended by dependent children of federal personnel.)

45.1.2.1.5 Dependents of full-time DDESS professional employees, (e.g., teachers, administrators, counselors, therapists, psychologists, social workers, educational technologists, media specialists, school nurses) residing in a territory, possession, or commonwealth.

45.1.2.1.6 Dependents of American Red Cross employees who are performing full-time services for the U.S. armed forces while residing in a territory, possession, or commonwealth.

## 45.2 Eligibility for DoDDS

- References:
- (a) Sections 921-932 of Title 20, United States Code, “Overseas Defense Dependent’s Education”
  - (b) DoD Directive 1342.13, “Eligibility Requirements for Education of Minor Dependents in Overseas Areas,” July 8, 1982, as amended
  - (c) DoD Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas,” March 12, 1996, as amended
  - (d) DoD Instruction 1010.13, “Provision of Medically Related Services to Children Receiving or Eligible to Receive Special Education in DoD Dependent Schools Outside the United States,” August 28, 1986, as amended.
  - (e) DoDEA Policy Memorandum, “Home Schooling,” November 6, 2002

### 45.2.1 Eligibility categories

45.2.1.1 The principal of the school is responsible and accountable for determining the eligibility of minor dependents and enrolling them in school. It is DoD policy that while overseas, DoD minor dependents and some non-DoD dependents can be enrolled in DoDDS. The principal determines whether a minor dependent is eligible to be enrolled in a DoDDS school in one of four categories. The provision for medically-related services and special education of children with disabilities can be found in References (c) and (d).

#### 45.2.1.1.1 Category One: Space-Required

45.2.1.1.1.1 Space-Required, Tuition-Free. Minor dependents of a sponsor (1) who is a member of the U.S. armed forces serving on active duty or who is a full-time DoD civilian officer or employee, (2) who is entitled to living quarters allowance (LQA) at the “with family” rate, (3) whose dependents have been transported to or from the overseas area and are authorized such transportation at U.S. government expense, and (4) who is either a citizen or national of the United States.

45.2.1.1.1.2 Space-Required, Tuition-Paying. Minor dependents of a DoD sponsor who is (1) eligible for space-required, tuition-free enrollment but is assigned to a Military Assistance or Foreign Military Sales Program (tuition will be paid by the program, not by the student’s sponsor), or (2) a U.S. government employee covered by an Economy Act Agreement between the Department of State and DoD, or any component of such an agency and DoD.

45.2.1.1.2 Category Two: Space-Available, Tuition-Paying/Federally Connected. The DoDEA Director or his/her designee may determine that space is available, consistent with the local military commander’s policy concerning access to the installation and agreements with the host nation, and enroll other minor dependents in this category upon payment of tuition. Minor dependents in this category will be enrolled in a priority order consistent with the specified order of the WinSchool enrollment codes.

45.2.1.1.3 Category Three: Space-Available, Tuition-Free. When the DoDEA Director or his/her designee determines that space is available, certain classes of DoD students may be enrolled on a space-available, tuition-free basis (except that residence fees must be paid in DoD-operated dormitories) when such enrollment is consistent with the local military commander’s installation access policy, national security, and agreements with the host



nation. Space-available, tuition-free minor dependents will be enrolled in a priority order consistent with the specified order of the WinSchool enrollment codes.

45.2.1.1.4 Category Four: Space-Available, Tuition-Paying/Non-Federally Connected.

When the DoDEA Director or his/her designee determines that space is available in a DoDDS school, certain classes of DoD students may be enrolled on a space-available, tuition-paying basis upon payment of tuition if the enrollment is consistent with the local military commander's installation access policy, national security, and agreements with the host nation. Space-available, tuition-paying students will be enrolled in a priority order consistent with the specified order of the WinSchool enrollment codes.

45.2.1.2 Home schooling

45.2.1.2.1 DoDDS will provide and offer home-schooled DoD minor dependents who are eligible to attend DoDDS schools on a space-required, tuition-free or space-required, tuition-paying basis, classes and/or special education services consistent with existing regulations and policy [See section in this manual on home schooling.]

45.2.1.3 Further information on eligibility, enrollment categories, and the priority order of enrollments is available at the district and area offices.

### **45.3 Eligibility for Kindergarten and First Grade**

References: (a) DS Regulation 2000.3, "Student Placement," July 11,  
(b) DoDEA Policy Memorandum, "Minimum Age Requirement for Kindergarten and First Grade Overseas Dependents," February 11, 2002

#### **45.3.1 DDESS eligibility policy**

45.3.1.1 It is DDESS policy to adhere to the eligibility requirements of the state in which the DDESS school is located.

#### **45.3.2 DoDDS eligibility policy**

45.3.2.1 It is DoDDS policy that a child must turn five (5) or six (6) by October 31 of the enrolling year for entrance into kindergarten and first grade, respectively, in accordance with DSR 2000.3 [Reference (a)]. This policy reflects a forthcoming revision of DoD Directive 1342.13, "Eligibility Requirements for Education of Minor Dependents in Overseas Schools," July 8, 1982.

45.3.2.2 The only permitted exceptions to the October 31 date are for space-required students who transfer in and meet the following criteria. Parents of a child who meet these criteria may request a waiver for their child to attend kindergarten or first grade from the principal. [Note: No exceptions will be granted for children whose birthdays fall after December 31 of the enrolling year.]

45.3.2.2.1 The child must turn five (5) by December 31 of the enrolling year for entrance into kindergarten in all transfer cases.

45.3.2.2.2 The child was enrolled in a prior kindergarten or first grade program for a minimum of nine weeks during the same school year in which the child seeks to transfer into DoDDS.

45.3.2.2.3 The prior enrollment began within 30 days of the start of the enrolling school's regular school year and was continuous except for the time required to travel from the prior school to the DoDDS school.

45.3.2.2.4 At the time of enrollment in the prior program, the child met the age requirement by the governing state's minimum age requirement statute or by documented exception to the former school district's minimum age requirement.

45.3.2.2.5 The prior enrollment was in a duly accredited program, i.e., a school recognized by the local school district.

45.3.2.2.6 The school from which the student transferred was outside of the local military and/or commuting distance to a DoDEA school. Transfers in this sense are limited to students who came to a DoDEA school because of a sponsor's permanent change of station (PCS). [Exceptions occur when a student has recently become an eligible dependent (i.e., marriage or adoption).]

45.3.2.2.7 If a child has attended kindergarten in a non-DoDDS American school for one school year and seeks underage enrollment the succeeding year in a DoDDS first grade, the principal may enroll the child in a DoDDS first grade if the child meets criteria 45.3.2.2.1, 45.3.2.2.3, 45.3.2.2.4, and 45.3.2.2.5.

45.3.2.2.8 If a child has attended a host nation kindergarten program or equivalent local program for one school year and seeks underage enrollment the succeeding year in a DoDDS first grade, the principal may enroll the child in a DoDDS first grade if the child meets 45.3.2.2.1, 45.3.2.2.3, 45.3.2.2.4, and 45.3.2.2.5 and if, in the judgment of the principal, the prior program afforded educational instruction appropriate to the grade level.

45.3.2.2.9 Children entering a DoDEA school from a British program should adhere to the following “grade” equivalencies. (For example, if a child were transferring from a British school after completing Reception and Year 1, the child would enter a DoDEA first grade in the succeeding school year.)

- British Reception level is equivalent to American pre-kindergarten. [Note: Completion of the British Reception program does not constitute grounds for an exception to the basic age requirement for kindergarten enrollment.]
- British Year 1 level is equivalent to American kindergarten.
- British Year 2 level is equivalent to American first grade.
- British Year 3 level is equivalent to American second grade.
- British Year 4 level is equivalent to American third grade.

## **45.4 Feeder Plan**

References: (a) DS Regulation 1300.1, “DoDDS Organization,” August 30, 1985, as amended  
(b) DoDEA Regulation 2035.1, “Non-DoD School Program,” July 1, 1991  
(c) DoD Directive 1342.13, “Eligibility Requirements for Education of Minor Dependents in Overseas Areas,” July 8, 1982, as amended

### **45.4.1 DoDDS School Feeder Plan**

45.4.1.1 The School Feeder Plan designates schools with upper grades that receive students from schools with lower grades (e.g., students who attend a school with grades K–6 feed to a middle school with grades 7–9). The feeder plan designates dormitory schools authorized for students living at sites where there is no DoDDS school, or where there is no DoDDS school into which students may feed from the DoDDS school on site. The feeder plan also designates the countries for which an area has responsibility for tuition-fee schools under the non-DoD schools program.

45.4.1.2 The feeder plan is a listing of all schools in DoDDS and shows the receiving and attending schools.

45.4.1.2.1 DoDEA’s chief of logistics maintains the feeder plan and updates it annually. Area directors provide updates to the DoDEA Director annually by April 15.

45.4.1.2.2 Changes to the feeder plan are determined by school/district/area administrators and must be coordinated with the local military community representatives and local transportation officials.

45.4.1.2.3 Feeder plan determinations for students in grades 9–12, residing at sites where DoDEA does not operate a school, or where a local non-American tax-supported school providing instruction in the English language is not adequate, are made by the DoDEA area director. The feeder plan for these students will be determined to be a DoDDS dormitory/school or a local fee-charging school.

### **45.4.2 DDESS School Feeder Plan**

45.4.2.1 The School Feeder Plan is determined by the district superintendent and is maintained at the district superintendent’s office (DSO).

## **45.5 Non-DoD Schools Program**

- References:
- (a) ASD(FMP) Directive-Type Memorandum, “Authority to Provide Financial Assistance for Education of Certain Defense Dependents Overseas,” August 17, 2000
  - (b) U.S. Department of State Standardized Regulations (DSSR) Section 270, “Education Allowance,” March 28, 2001
  - (c) DS Regulation 2035.1, “Use of Non-DoD Schools,” July 1, 1999
  - (d) Section 926 of Title 20, United States Code

45.5.1 Utilization of non-DoD schools may be authorized when DoD dependents’ schools are not available or cannot provide required education services. Normally, eligible dependents requiring secondary education, grades 9-12, will attend the DoD-operated high school and resident hall as specified by the school feeder plan. An education allowance may be authorized for attendance at non-DoD schools when approved in writing by the director of the area. Tuition will not be authorized at a non-DoD school if adequate housing is available within the commuting area. Procedures governing the use of non-DoD schools are contained in DSR 2035.1 [Reference (c)].

45.5.2 Title 20 U.S.C. 926 [Reference (d)] authorizes the Secretary of Defense to pay an educational allowance to defray the educational expense of certain overseas, space-required dependents. To be eligible for an allowance, the DoD sponsor must be assigned to an overseas area in which DoDDS does not operate a school, and must obtain approval for the allowance from the cognizant DoDDS approval authority prior to incurring any expense.

45.5.3 The amount of the educational allowance normally will not exceed the “at post” rate authorized by the DSSR for the overseas location to which the DoD sponsor is assigned. DoDDS may pay the DSSR published “away from post” rate only when a residential placement is required and authorized by the cognizant DoDDS approval authority. The applicable allowance is inclusive of all allowable educational costs and travel (including that of residentially placed students) between the DoD sponsor’s assignment and the school.

45.5.4 The authorized and unauthorized costs are listed in Reference (c). Any additional expenses must be approved in writing, along with proper documentation, to the cognizant DoDEA authority.

## **46 Opening and Closing of Schools**

- References: (a) DoD Manual 1342.6-M, “Administrative and Logistic Responsibilities for DoD Dependents Schools,” August 11, 1995  
(b) DEA Administrative Instruction 1320.1, “Reporting Changes to School Structure,” May 5, 2000

### **46.1 Routine.**

46.1.1 Each principal should develop a comprehensive plan for the opening and closing of the school year, and should prepare a checklist consistent with the plan. The appendix of this document provides an example of what can be included in the opening/closing school year checklist. The checklist will need to be modified as requirements changes for each district/school.

### **46.2 Temporary Evacuation.**

46.2.1 Except for inclement weather and emergencies outlined below, principals should not dismiss school during normal periods of operation without approval of the district superintendent. School procedures for emergencies should be cooperatively developed by the principal and the appropriate military officials. The installation commander may declare an emergency and close schools at his/her discretion for such reasons as an alert, epidemic, inclement weather, bomb threats, or facility deficiencies that would endanger the health and safety of students and school personnel. The control of students while they are on school property remains the responsibility of DoDEA school personnel during an emergency.

46.2.2 In the event of military contingencies where schools may be temporarily shut down or be relocated, schools must ensure the continuity of operations and the data integrity of their student management systems of WinSchool, Excent, and the health office in accordance with the following procedures.

46.2.2.1 WinSchool. If a school closing is imminent, the local technologist should copy the nightly backup WinSchool folder to a CD. This CD can then be taken to any location and loaded onto a stand-alone workstation running the WinSchool program, and used for continuity of operations. Reports, transcripts, report cards, and marks can continue without interruption from the new operating location. Schools must ensure that their “User 0” password is known to appropriate DoDEA area and headquarters support personnel.

46.2.2.2 eClass grades. If a school closing is imminent, the local technologist should copy the eClass grade files from the school network server to a CD. If the school does not use this process, teachers should bring their class list floppy disks to the office and place them in a container at the end of each day, and then pick the disks up again in the morning. If evacuation is required, the floppy disks may be hand-carried to the new location and operations can continue without interruption. Teachers not using eClass grades must take their hard-copy teacher grade book with them in the event of an evacuation.

46.2.2.3 eClass attendance. During an evacuation, attendance verification must be done manually until WinSchool is networked on a server at a new location.

46.2.2.4 If a school closing is imminent, copies of the above-noted CDs, files, and disks

should be sent to the area office for safekeeping and data analysis.

46.2.3 Authorized/ordered departures. Noncombatant evacuation is an authorized or ordered departure of civilian noncombatants and nonessential military personnel from overseas areas.

46.2.3.1 An authorized departure is a voluntary departure of noncombatants, including command sponsored military dependents, nonessential DoD civilians and their families, families of essential DoD civilians, and DoDDS staff and/or faculty, to an announced safe haven at government expense, and their return.

46.2.3.2 An ordered departure is a departure directed by the Department of State to designated safe havens with implementation of the theater command's Noncombatant Evacuation Order (NEO) Plan.

46.2.3.3 Teacher relocation. DoDEA employees are evacuated to their authorized safe haven at government expense during authorized/ordered departures. Evacuated employees at safe haven posts may be assigned to perform any work considered necessary or required to be performed without regard to grades or titles of the employees. Failure to report for work or refusal to perform assigned work may be basis for terminating further evacuation payments. During the evacuation period, employees are expected to be available for temporary duty (TDY) assignments.

46.2.4 Weather related closures. In case of inclement weather, the installation commander or his/her designee will coordinate school closure with the school principal and a representative from the school bus office. The installation commander in coordination with the principal will consider all pertinent factors when making the decision to close the school for students (e.g., degree of inclement weather, number of students not able to attend class, availability of transportation, travel distance of students to and from school). The installation commander or his/her designee will decide whether school buses will run. The DoDEA district office may give guidance on school closure for inclement weather based upon the predominate number of students that are bused or walk to and from school.

46.2.4.1 The DoDEA district superintendent should be notified of any weather-related school closure as soon as possible.

46.2.4.2 The school principal should request authority from the local military community commander to release the teachers from duty should school be closed to students because of the weather or emergency conditions. The commander's decision should be based on the same criteria used for releasing other civilian employees. In itself, dismissal of students is not always a justifiable reason for teachers' release; this suggests that teachers work at school only when students are in class.

46.2.5 School closure and property protection. When the school must be closed temporarily for any reason, including weather-related and authorized/ordered departure, reasonable efforts should be made to protect government property. In the event of a departure from the installation, the building and its contents should be transferred to the installation commander.

### **46.3 Permanent Changes to Schools.**

46.3.1 Establishment and disestablishment of schools. One year prior to opening a new school or closing a school, the superintendent must submit a DoDEA Form 1320.

46.3.2 Reconfiguration of existing schools. Sixty (60) days prior to modifying the grade structure of any school, the superintendent must submit a DoDEA Form 1320.

46.3.3 Naming of schools. The superintendent must submit a DoDEA Form 1320 when changes to

the name, location, or any other descriptive data concerning a school is proposed.

46.3.3.1 Changes to school names should include the physical location of the school (in parentheses) following the school name if the physical location is not indicated by its name, e.g., H.H. Arnold (Wiesbaden, Germany) High School. [Refer to Reference (b) for additional information.]



## **47 Safety, Security, Antiterrorism, and Emergency Planning**

- References:
- (a) DoD Instruction 4000.19, "Interservice, Interdepartmental Support," August 9, 1995
  - (b) DoD Manual 1342.6-M, "Administrative and Logistics Responsibilities for DoD Dependent Schools," August 11, 1995
  - (c) DoD Directive 1342.13, "Eligibility Requirements for Education of Minor Dependents in Overseas Areas," dated July 8, 1982
  - (d) Director's Memorandum, Subject: "Eligibility Determinations for Student Enrollment," dated January 8, 1998
  - (e) DoD Directive 2000.12, "DoD Antiterrorism/Force Protection (AT/FP) Program," dated April 13, 1999
  - (f) DoD Instruction 2000.16, "DoD Antiterrorism Standards," dated June 14, 2001
  - (g) DS Administrative Instruction 2050.3, "Institutional Child Abuse Report," dated February 7, 1990
  - (h) DoDEA Regulation 4700.1, "DoDEA Antiterrorism (AT) Program," dated September 6, 2002
  - (i) DoDEA Policy Memorandum 03-ADM-001, "Evacuation and Emergency Planning," dated January 16, 2003
  - (j) DoDEA Reg. 4700.2, "DoDEA Internal Physical Security," dated March 27, 2001
  - (k) DoDEA Reg. 4800.1, "DoDEA Safety Program," dated March 6, 2001

### **47.1 Safety**

47.1.1 The supporting installation commander is responsible for conducting semiannual safety and sanitary inspections of school facilities; the school principal is responsible for formally requesting these inspections. The principal is responsible for the safety of students and staff when they are on school premises. Normal procedures for fire drills, bomb threat evacuation procedures, bus loading/unloading, cafeteria seating, and entering and departing the school buildings should be practiced periodically during the school year.

47.1.1.1 Both principals and teachers should be concerned with consistent student education in such areas as respect for property, safety, and care of the common environment. When a safety hazard is identified, the principal should take immediate steps to eliminate the hazard and notify the supporting installation if corrective assistance is necessary (e.g., a work order, a safety review). If immediate action by the principal or supporting installation commander cannot correct the safety deficiency, the principal should inform the responsible district superintendent's office for corrective assistance from the assigned safety and security officer.

47.1.2 Physical security, safety, fire, and bioenvironmental (sanitation and health) inspections

47.1.2.1 Semiannual inspections of school facilities are required. Before the start of the school year, the principal should schedule an inspection by qualified facility, physical security, safety, bioenvironmental, and fire protection specialists to identify all facility deficiencies and requirements. A second set of inspections should be scheduled for January of each school year. (If the school is located within a military installation protected by positive entry control procedures, the second security inspection is not necessary.) These inspection reports will be the basis for maintenance and repair work to be accomplished during the summer recess. Safety and security officers assigned responsibility for the school should monitor and facilitate corrections of safety and security deficiencies.

### 47.1.3 Fire exit drills

47.1.3.1 The National Fire Protection Association requires that 10 fire exit drills be conducted during the school year. At the beginning of the school year, one (1) drill should be conducted per week for the first four weeks, followed by at least six (6) fire exit drills scheduled periodically through the end of the school year.

### 47.1.4 Accidents

47.1.4.1 Students. The principal is responsible for assuring that prompt medical attention is obtained in the event of an accident. All serious accidents must be reported to the area superintendent and followed by a completed accident injury report form in accordance with DoDEA Regulation 4800.1, "DoDEA Safety Program," dated March 6, 2001. Principals and the local school bus office should coordinate for presentation of school bus safety training at the beginning of the school year and after spring recess.

47.1.4.1.1 Insurance. Student accident insurance is not required for DoDDS/DDESS students. Persons with possible claims against the U.S. government as the result of a student accident should contact the local claims officer.

47.1.4.2 Employees. Injuries that occur in the performance of duty should be given immediate medical attention and reported promptly. All benefits under the U.S. Employee's Compensation Act are dependent upon filing form CA-1 and other necessary forms no later than the day after the accident. Principals should maintain a card file with emergency information for each staff member. Information should include: name of family doctor, next of kin, current phone numbers, and pertinent medical data.

## 47.2 Security

### 47.2.1 Command security checks for enrollment of space-available, tuition-paying, non-federally connected, foreign national students

47.2.1.1 In overseas military communities, the local U.S. military community commander is responsible for the security of both physical and informational access to all DoD buildings and operations by all persons. This includes DoDDS schools as well as the rest of the local DoD community. Local military community commanders have security authority over enrollment eligibility for space-available, tuition-paying, non-federally connected, foreign national student applicants.

47.2.1.2 To assist military commanders, DoDDS administrators must ensure that enrollments are consistent with the commander's security responsibilities to determine those persons that should not be allowed access to DoD facilities. In order to create a means by which the local commander may access student and parental enrollment and emergency data to perform a security review for final enrollment eligibility, principals should:

47.2.1.2.1 Carefully review any applications for admission under the space-available, tuition-paying, non-federally connected, foreign national student enrollment category.

47.2.1.2.2 Copy all enrollment application and emergency contact records for the student and parents/sponsors, and forward this information to the local U.S. military commander.

47.2.1.2.3 Inform the local military commander of the privacy provisions of this information, stressing that it is for the sole purpose of an enrollment eligibility determination in accordance with the provisions of the Defense Dependents' Education Act of 1978.

47.2.1.3 Any objection to enrolling a child based on concerns for the security and well being of the military community is the sole responsibility of the local U.S. military commander. If the commander objects to an enrollment for security reasons, the principal should not enroll the student and should immediately report the commander's decision and the non-enrollment, through the district and area director, to the DoDEA chief of staff and the DoDEA chief of safety and security.

47.2.1.4 All other factors affecting enrollment determinations such as space availability and staffing are the responsibility of the school principal.

47.2.1.5 Additional information may be obtained by contacting the DoDEA chief of educational support, policy, and legislation, or the DoDEA safety and security officer.

#### 47.2.2 Reporting a serious incident, situation, or event

47.2.2.1 Applicable DoDEA staff and/or the DoDEA Director should be informed of any serious incident, situation, accident, or event that may create a possible need for investigation, or which could impact negatively on DoDEA through the press or community.

47.2.2.2 These incidents, as defined in DoDEA Regulation 4700.2 [Reference (j)], should be reported by the principal via the Serious Incident Report (SIR) system on e-mail within 24 hours. SIRs should be routed through the district superintendent and area director's safety and security e-mail mailbox for review and notification to the DoDEA safety and security office e-mail mailbox. An SIR via this reporting system must still be completed if an immediate report is verbal.

47.2.2.3 Reports of serious incidents involving school buses should immediately be brought to the attention of the local school bus office. The school bus office will provide the principal(s) concerned with all available information as soon as possible so that the SIR can be prepared.

#### 47.2.3 Key and lock control

47.2.3.1 The principal must have an internal key and lock control system meeting the requirements of DoDEA Regulation 4700.2 [Reference (j)].

47.2.3.2 A responsible staff member should be designated in writing to be responsible for the daily operation of the key and lock control system for the school.

47.2.3.3 Each school key and lock control system should be reviewed and approved by the safety and security officer responsible for the school in accordance with the procedures provided in DoDEA Regulation 4700.2 [Reference (j)].

#### 47.2.4 School closure for security reasons

##### 47.2.4.1 Bomb threats

47.2.4.1.1 The principal should establish specific notification signals to be transmitted via the school intercom or Personnel Emergency Alerting System to differentiate to the staff between fire evacuations and bomb threat evacuations.

47.2.4.1.2 The principal should establish evacuation routes, holding areas, and contingency plans for student/staff needs addressing such issues as inclement weather and the possible transportation of students.

47.2.4.1.2.1 Holding areas for bomb threat evacuations should not be adjacent to parked vehicles.

47.2.4.1.3 If a bomb threat is received, the school principal should immediately notify the local military commander and the military police. The established school evacuation plan should be put into effect immediately.

47.2.4.1.4 As students leave, each teacher should make a cursory examination of the classroom for any unusual items. If such items are detected, the teacher should immediately send a student messenger to notify the principal, and continue to supervise student evacuation.

47.2.4.1.5 The school principal, in coordination with local military officials, will provide for continuation of the educational program primarily through large group instruction at a predetermined alternate facility.

47.2.4.1.6 Only after the community commander or on-scene representative has declared the facility safe should the principal allow the students and staff to return to the school.

47.2.4.1.7 An after-action report should be submitted by telephone to the district and area superintendents. Details of all serious incidents that may require school dismissal will be reported as soon as possible to the school officer and the district and area superintendents.

47.2.4.1.7.1 Regardless of the number of such emergency closings, local administrators must assure fulfillment of a minimum of 175 instructional days for students. To do this, the school day and the school year may need to be extended.

#### 47.2.5 Increased terrorist threats

47.2.5.1 The school's supporting local military community commander is responsible for security and force protection of assigned and visiting DoD military, civilian, and family members. If the local terrorist threat increases to the degree that the commander cannot provide acceptable security measures to counter the vulnerability to the school, staff, and students, the school may be closed until the threat lessens to an acceptable level as determined by the commander.

47.2.5.2 Temporary school closures and/or increased security measures to keep the school open are be considered in force protection condition CHARLIE.

47.2.5.3 Schools are usually closed or extraordinary security measures are introduced by the commander to keep them open when the force protection condition is raised to DELTA.

#### 47.2.6 Visitor control

47.2.6.1 Each school should establish positive entry control procedures for visitors entering the school.

47.2.6.2 School administrative offices should be positioned to afford direct oversight of the main school entrance.

47.2.6.3 Each visitor must (1) establish a need for the visit, (2) be positively identified, (3) be signed in and issued a visitor badge to wear in plain sight on his/her outer clothing, and (4) be signed out and the badge collected at the end of the visit.

47.2.6.3.1 If large groups of authorized visitors are personally escorted by a designated staff member and not allowed to separate from the group, the need for individual visitor badges may be waived.

### 47.3 Antiterrorism and Emergency Planning

#### 47.3.1 Student antiterrorism awareness training

47.3.1.1 The antiterrorism awareness program for students is integrated as a permanent part of the school curriculum. At the elementary level, antiterrorism awareness addresses the basics of personal safety and security in classes, through the guidance program, and through age-specific security awareness videos.

47.3.1.2 At the secondary level, students discuss personal security and the broader issues of global terrorism as part of the social studies curriculum, the school guidance program, and peer helper activities, and view security awareness videos which address the basics of personal safety and security.

47.3.1.3 Host installation security personnel may be requested to participate in school training programs (e.g., in an “officer friendly” segment for young children or as a source of information about local security issues). Local crime prevention and anti-terrorism awareness sessions may also be requested from host military authorities.

47.3.1.4 Additional programs should be developed for staff and parents.

#### 47.3.2 Employee antiterrorism awareness training

47.3.2.1 DoDDS principals must ensure that their staff receive annual Level I individual antiterrorism awareness training.

47.3.2.2 When the U.S. terrorist threat level is at “moderate” or lower, DDESS principals must ensure that staff traveling overseas receive Level I individual antiterrorism awareness training prior to travel.

47.3.2.3 When the U.S. terrorist threat level is at “significant” or higher, DDESS principals must ensure that all employees receive annual Level I individual antiterrorism awareness training.

47.3.2.4 All Level I individual antiterrorism awareness training should always be documented by name and date received.

47.3.2.5 Training and records of training should be coordinated with and/or assisted by assigned DoDEA district and/or headquarters safety and security officers.

#### 47.3.3 Antiterrorism plans and emergency preparedness

47.3.3.1 Principals should have a well-coordinated and practical antiterrorism plan, school evacuation and lockdown plans, and crisis management plans for students and staff.

47.3.3.2 Principals in locations designated as being historically susceptible to natural disasters such as hurricanes, typhoons, earthquakes, or volcanic activity, and those locations identified by DoD as having a terrorist threat of “significant” or “high,” should pre-plan for these emergencies and prepare for evacuation of staff and family members. This special emergency planning will be merged with the current antiterrorism/crisis management planning required at all locations.

47.3.3.3 Principals should seek the expertise and assistance of the supporting installation safety, security, force protection, and emergency management offices, and should always seek active assistance and coordination from the DoDEA district safety and security officer in the preparation and coordination of these emergency planning documents.

#### 47.3.4 Lockdown/shelter-in-place

47.3.4.1 Each school should establish specific notification signals via the school intercom or personnel emergency alerting system to alert staff to the nature and possible location of a

potentially hostile and/or violent emergency affecting the school.

47.3.4.2 Lockdown scenarios may be warranted by violent outside criminal activity where authorities want to prevent a criminal from taking refuge in the school, or to “handle” a deranged or violently distraught adult threatening staff or students at the entrance or inside the school, or a deranged or violently distraught student in the school.

47.3.4.3 When a lockdown is announced:

47.3.4.3.1 All students should be cleared from hallways and directed into internal rooms.

47.3.4.3.2 Bathrooms and utility type rooms should be cleared of students and locked, if possible.

47.3.4.3.3 Classes or persons caught outside, such as in gym, recess, or other similar activities, should either re-enter the school, take available cover, or evacuate to a safer area depending upon the nature and location of the threat.

47.3.4.3.4 All interior classroom doors should be locked with locks which can be activated from the inside by the classroom teacher.

47.3.4.3.5 Shades on the inside of internal room doors with windows should be drawn down to restrict viewing into the classroom.

47.3.4.3.6 Students should be kept away from doors and windows, and should take available cover on the floor if gunshots or explosions are heard.

47.3.4.3.7 Students should not be allowed to leave the classroom or other rooms locked down in an emergency for any reason, including use of bathroom facilities, except as directed by the main administrative office which will act as a control center, or by emergency response personnel.

47.3.4.3.8 To avoid the spread of panic or picking up erroneous information, the use of radios, televisions, or cellular phones by students is not permitted.

47.3.4.3.9 Administrators should establish and familiarize staff with an “all clear” signal accompanied by a verbal confirmation code to alert staff that the threat has passed and that the lockdown is over.

47.3.4.4 “Shelter-in-place.” A lockdown may transition to a shelter-in-place scenario where students and staff may have to remain sheltered in rooms for several hours to avoid direct exposure to an outside environmental threat such as a hazardous chemical spill, or exposure to a terrorist chemical or biological attack in the immediate area.

47.3.4.4.1 Protection from an outside chemical or biological threat requires the immediate shutdown of the building’s heating, ventilation, and air conditioning (HVAC) system, the securing of all doors, and the shutting of all windows. This creates a neutral atmosphere with minimal airflow into or out of the building.

47.3.4.4.2 Any machinery that moves air (e.g., elevators, coolant fans, regular fans) should be shut down.

47.3.4.4.3 Neutral airflow is also enhanced with the plugging or taping of any door or window gaps.

47.3.4.4.4 A shelter-in-place is basically an extended lockdown and most containment-type procedures for a lockdown apply to a shelter-in-place.

47.3.4.4.5 Administrators should use what means are available to communicate with emergency response personnel and follow their direction until the emergency has passed.

## **48 Procurement**

References: (a) DoDEA Procurement Customer Guide, located at [www.odedodea.edu/procure/customers.htm](http://www.odedodea.edu/procure/customers.htm)  
(b) Federal Acquisition Regulations (FAR) located at <http://www.arnet.gov/far/index.htm>  
(c) Defense Federal Acquisition Regulations Supplement (DFARS) located at <http://farsite.hill.af.mil/VFDFARA.HTM>

### **48.1 Procurement Process**

48.1.1 Within DoD, acquisition refers to the process that begins with identification of a need. This process includes the procurement, support, and disposition of systems, supplies, and/or services to meet that need. DoDEA is governed by the Federal Acquisition Regulation and Defense Federal Regulations Supplement [References (b) and (c)] for the purchase of all goods and services.

48.1.2 Only a warranted contracting officer can enter into a contract under these regulations. **Principals are not warranted contracting officers.** [Detailed information can be found at Reference (a).]

### **48.2 Procurement Offices**

48.2.1 For information concerning purchases of goods and services above the government purchase card limit, contact the regional procurement office.

- Headquarters and DDESS – Headquarters Procurement Division, Arlington, Virginia
- DoDDS-E – DoDEA European Procurement Office (DEPO), Mainz-Kastel, Germany
- DoDDS-P – DoDEA Pacific Procurement Office (DPPO), Okinawa, Japan

### **48.3 Making a Purchase**

#### **48.3.1 Government Purchase Card**

48.3.1.1 The government purchase card (GPC), formerly the IMPAC card, is an efficient, low-cost procurement and payment mechanism which significantly reduces the time between need and acquisition, and provides management with monthly reports and a thorough audit trail of purchases.

48.3.1.2 Purchases below the micro purchase threshold of \$2,500, or at the purchase card threshold (CONUS and Pacific - \$2,500; Europe and other OCONUS locations - \$25,000) may be made by designated cardholders.

48.3.1.2.1 Individuals other than a warranted contracting officer may make purchases using the purchase card.

48.3.1.3 More information on the GPC program, including how to become a cardholder, is available via the DoDEA program coordinator at the designated procurement office.

#### **48.3.2 Purchase Requests**



48.3.2.1 All official requests for supplies, equipment, and services should be placed through the appropriate procurement office. Prior to the acquisition of accountable/non-expendable property, notification must be provided to the area accountable officer/property book officer to establish a due-in to the gaining hand-receipt account.

48.3.2.2 Requirements Package. Depending upon the dollar value of the procurement, supporting information/documentation must accompany a funded purchase request to the designated procurement office. This documentation generally should consist of a description of the supplies (Statement of Work–SOW or a Performance Work Statement–PWS) for services, a government cost estimate, and suggested sources. As the value or complexity of the requirement increases, the requirements package must contain additional information. Information on requirements packages can be found in the Procurement Customer Guide [Reference (a)].

48.3.3 Procurement action lead time (PALT). In general, the higher the dollar value of the procurement, the more lead time is necessary to process the action. Standard PALTs are available in the Procurement Customer Guide [Reference (a)].

#### **48.4 Receipt**

48.4.1 After receiving a purchase request, the procurement office will award a contract or purchase order, and notify the customer that the award has been made.

48.4.2 Once the goods or services are received, their receipt must be documented in order for the vendor to receive payment. The customer is responsible for providing a receiving report to the designated procurement office to verify the product or service was received and has met the contractual requirements.

#### **48.5 Unauthorized Commitments**

48.5.1 Only a duly authorized contracting officer may contractually obligate the government. Any government employee who is responsible for an unauthorized commitment can be held financially responsible. Whenever an employee is communicating with vendors or salespeople, it is essential that the vendor understand that the employee is not authorized to obligate the government in any way.

#### **48.6 Personal Services Contracts**

48.6.1 Personal service contracts are illegal unless specifically authorized by statute.

48.6.2 A personal services contract is characterized by the employer-employee relationship it creates between the government and the contractor's personnel. The government is normally required to obtain its employees by direct-hire under competitive appointment or other procedures required by the civil service laws. Obtaining personal services by contract, rather than by direct-hire, circumvents those laws unless Congress has specifically authorized acquisition of services by contract.

## **49 Ethics and Legal Issues**

### **49.1 Copyright**

- References:
- (a) Chapter 1, Title 17, United States Code
  - (b) United States Copyright Office Circular 1, “Copyright Basics”
  - (c) United States Copyright Office Circular 21, “Reproduction of Copyrighted Works by Educators and Librarians”
  - (d) Copyright Clearance Center, Inc., “Compliance Guidelines”

#### **49.1.1 DoDEA policy**

- 49.1.1.1 DoDEA personnel fully comply with the laws governing the reproduction and use of copyrighted material.
- 49.1.1.2 Copyright law covers words, pictures, movies, music, and computer software.
- 49.1.1.3 Because information can be downloaded from the Web or photocopied or recorded does not mean that it is legal to do so.

#### **49.1.2 “Fair use” exception concerning copyrighted materials**

- 49.1.2.1 The “fair use” exception, located at Section 107, Title 17, US Code [Reference (a)], applies to the reproduction and use of print materials, music, and off-air television recordings.
- 49.1.2.2 “Fair use” is the right to use copyrighted materials in a reasonable manner without the consent of the author.
- 49.1.2.3 Determinations of whether the use is “fair use” should consider the following factors:
  - 49.1.2.3.1 the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
  - 49.1.2.3.2 the nature of the copyrighted work;
  - 49.1.2.3.3 the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
  - 49.1.2.3.4 the effect of the use upon the potential market for or value of the copyrighted material.

#### **49.1.3 Guidelines for reproduction of print materials**

- 49.1.3.1 A single copy may be made of any of the following by or for a teacher at his/her individual request for scholarly research or for use in teaching or in preparing to teach a class:
  - A chapter from a book;
  - An article from a periodical or newspaper;
  - A short story, short essay, or short poem, whether or not for a collective work;
  - A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

#### 49.1.3.2 Multiple copies for classroom use

49.1.3.2.1 Multiple copies (not to exceed more than one copy per pupil in a classroom) may be made for classroom use or discussion by or for the teacher teaching the course provided that the test of brevity, as defined below, is met:

- A poem or an excerpt of a poem that is less than 250 words.
- A complete article, story, or essay of fewer than 2,500 words.
- An excerpt from prose of not more than 1,000 words or 10 percent of the work, whichever is less.
- One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

49.1.3.2.2 Each copy must include a notice of copyright (e.g., “Soft-Art Dictionary and Soft-Art Dictionary Program: Copyright 1984-1992, Trade Secret, Soft-Art, Inc. All rights reserved.”)

#### 49.1.3.3 Notwithstanding any of the above, the following uses are prohibited:

49.1.3.3.1 Copying used to create, replace, or substitute for anthologies, compilations, or collective works.

49.1.3.3.2 The copying of or from works intended to be “consumable” in the course of study or in the course of teaching (e.g., workbooks, exercises, standardized tests, test booklets, answer sheets, and other such consumable materials).

49.1.3.3.3 Use of copying as a substitute for the purchase of books, publishers’ reprints, or periodicals.

49.1.3.3.4 Copying of materials directed by higher authority.

49.1.3.3.5 Repeated copying of the same item by the same teacher from term to term.

49.1.3.3.6 Charges made to students beyond the actual cost of the photocopying.

#### 49.1.4 Guidelines for the reproduction of copyrighted music materials

49.1.4.1 Permissible uses of copyrighted material (these permissible uses pertain only to the copyright of the music itself and not to any copyright which may exist in the sound recording):

49.1.4.1.1 Emergency copies made by teachers to replace purchased copies which are not available for an imminent performance provided that purchased replacement copies are substituted in due course.

49.1.4.1.2 Single or multiple copies of excerpts of works (not to exceed one copy per pupil) made for academic purposes other than performance provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, a movement, or an aria, and in no case more than 10 percent of the whole work.

49.1.4.1.3 Edited or simplified printed material which has been purchased provided that the fundamental character of the work is not distorted, the lyrics are not altered, and lyrics are not added if none exist.

49.1.4.1.4 Single copies of the recordings of performances by students made for evaluation or rehearsal purposes and retained by the educational institution or individual teacher.

49.1.4.1.5 Single copies such as tapes, discs, or cassettes made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing

aural exercises or examinations, and retained by the educational institution or individual teacher.

49.1.4.2 The following practices are prohibited:

49.1.4.2.1 Copying to create, replace, or substitute for anthologies, compilations, or collective works.

49.1.4.2.2 Copying works intended to be “consumable” in the course of study or in the course of teaching (e.g., workbooks, exercises, standardized tests, answer sheets, and other such consumable materials).

49.1.4.2.3 Copying for the purpose of performance except as set forth above.

49.1.4.2.4 Copying for the purpose of substituting for the purchase of music except as set forth above

49.1.4.2.5 Copying without inclusion of the copyright notice which appears on the printed material.

49.1.4.2.6 Copying of student performances of copyrighted works for the purposes of selling the recordings.

49.1.5 Guidelines for off-air television recordings

49.1.5.1 Permissible uses of television recordings:

49.1.5.1.1 Programs transmitted via open broadcasts or basic subscriber cable service including all commercial and public television stations, but not including programs transmitted via higher tier cable service such as HBO and CINEMAX.

49.1.5.1.2 Recordings made at the initiative of an instructor or instructors who plan to use the program, but not by media librarians or other support personnel without a prior request.

49.1.5.1.3 All recordings must include the copyright notice which was broadcast with the original program.

49.1.5.2 Use of off-air recordings is permitted but restricted as described below:

49.1.5.2.1 Use of programs only for instructional purposes, and not entertainment.

49.1.5.2.2 Instructional use of recordings within 10 consecutive school days from the time the recording was made, not including weekends, holidays, or other times when school is not in session.

49.1.5.2.3 One showing only of the recording to students during the 10 consecutive school days cited above, and one repeat, if required, for the purpose of instructional reinforcement provided that a program is not recorded off-air more than once at the request of the same teacher regardless of the number of times the program may be broadcast.

49.1.5.2.4 Use of the program or a part of the program without physical editing to produce anthologies.

49.1.5.2.5 Use of the recording after the 10 consecutive school days cited above only for the purpose of evaluation by instructional staff provided that the recording is erased not later than 45 calendar days after it was made.

49.1.5.2.6 Reproduction of a limited number of copies for each off-air recording to meet the legitimate needs of teachers provided that all guidelines are met and that each copy meets all provisions governing the original.

#### 49.1.6 Guidelines for use of rented or purchased pre-recorded programs

49.1.6.1 Teachers may use rented or purchased programs for instructional purposes only if they are:

49.1.6.1.1 Programs made or recorded in a lawful manner.

49.1.6.1.2 Programs used in the course of face-to-face teaching activities to meet specific identifiable program of studies objectives and only if the teacher can justify how the program assists in attaining these objectives.

49.1.6.1.3 Programs used only in classrooms or similar places devoted to instructional activities.

49.1.6.2 Prohibited uses of rented or purchased pre-recorded programs:

49.1.6.2.1 Programs used for recreational or entertainment purposes.

49.1.6.2.2 Unlawfully made programs used under any circumstances, or programs which teachers know or have reason to believe are not lawfully made.

#### 49.1.7 Guidelines for copying copyrighted computer programs

49.1.7.1 It is not a copyright infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of the computer program provided that:

49.1.7.1.1 Such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or

49.1.7.1.2 Such a new copy or adaptation is for archival purposes only, and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be legitimate.

49.1.7.2 Adaptations of computer programs are still under the original copyright.

49.1.7.3 Prohibitions for educators:

49.1.7.3.1 Copyrighted programs may not be reproduced on school equipment except for those programs for which rights have been procured.

49.1.7.3.2 Copies of programs which have been reproduced in violation of the copyright law may not be used on school equipment.

## 49.2 Ethics Issues

- References:
- (a) Ethics in Government Act of 1978, Pub. L. 95-521, as amended.
  - (b) 5 C.F.R. 2638, "Office of Government Ethics and Executive Agency Ethics Program Responsibilities"
  - (b) DoD Directive 5500.7-R, "Joint Ethics Regulation" August 6, 1998
  - (c) DoD Directive 5330.3, "Defense Automated Printing Service" (DAPS) June 25, 1997
  - (d) 31 U.S.C. 1353, "Acceptance of Travel and Related Expenses From Non-Federal Sources" May 14, 2003
  - (e) 5 C.F.R. 2635.704, "Use of Government Property" April 30, 2003
  - (f) 18 U.S.C. 2510, "The Electronic Communications Privacy Act", May 14, 2003

- (g) 10 U.S.C 2605, “Acceptance of Gifts for Defense Dependents’ Schools”
- (h) DoDEA Regulation 7241.1, “Acceptance of Gifts for Domestic and Overseas Defense Dependents’ Schools” March 10, 1999
- (i) “Standards of Conduct Deskbook” April, 2003

#### 49.2.1 External memberships

49.2.1.1 Board memberships. DoDEA personnel, in their official capacity, cannot agree to serve on the board of any non-federal government entity or as a manager of a non-federal organization without permission from the DoDEA office of general counsel. In addition, they may not serve in a personal capacity as a board member or trustee with a non-federal organization for compensation without DoDEA office of general counsel permission. Thus, if the opportunity to serve on a board is offered solely because of the employee’s official position, he/she must decline.

49.2.1.1.1 Example: A DoDEA teacher has been offered a chance to serve as a member of a non-governmental board. The offer was made to the DoDEA teacher because he/she is a teacher in the DoDEA school system. The teacher must decline the honor. However, he/she can coordinate up his/her supervisory chain and, with the DoDEA office of general counsel, determine if he/she can serve as a liaison to, rather than as a member of, the board.

#### 49.2.2 Financial Disclosures

49.2.2.1 Financial disclosure forms (278’s & 450’s) (Ethics in Government Act of 1978). All DoDEA personnel who work on issues that significantly impact an outside financial interest must file either a SF 278 or an OGE 450. (The DoDEA office of general counsel can determine whether or not a staff member is required to file one of these ethics forms.) Everyone who files either of these ethics forms must receive annual ethics training.

49.2.2.1.1 Example: An employee who works in the procurement section must file a financial disclosure form and attend ethics training annually because they exercise authority to bind the government contractually.

49.2.2.2 External impact. Neither teachers nor other staff personnel should perform jobs that can reasonably be expected to impact on the finances of external entities without first ensuring that the employee has completed an ethics disclosure form to ensure that there is no conflict of interest. Administrators should ensure that all employees avoid both conflicts and the appearance of conflicts (in the eyes of the reasonable person.)

49.2.2.2.1 Example: A teacher wishes to engage in part-time employment with a local company that sells educational materials. His/her school is currently considering purchasing some of the materials that this company sells. While it is permissible for the teacher to work part-time (off duty) for this company, he/she cannot participate in the decision to purchase or not purchase materials from this company. This includes serving as a member of a source selection evaluation board.

#### 49.2.3 Gifts

49.2.3.1 Neither DoDEA nor agency employees may solicit gifts. The basic rule is “an employee shall not solicit or accept any gift or item of monetary value from any person or entity seeking action from, doing business with, or having interests that may be substantially affected by the performance or non-performance of the employee’s duties.”

49.2.3.2 However, DoDEA itself (not individuals), may accept gifts from outside sources.

There are several caveats included in this rule, however. Thus, if an individual or company wants to give an employee or the agency a gift through the office or position, it is mandatory that the employee and his/her supervisor consult with the DoDEA office of general counsel, which will provide a response in accordance with DoDEA Regulation 7241.1. All coordination must be made prior to accepting the gift. Unions are considered non-federal entities. All gift offers from a union must be coordinated with the DoDEA office of general counsel prior to acceptance.

49.2.3.2.1 Example: A literary publisher which won a math book contract would like to show its appreciation to a DoDEA employee it worked closely with by presenting that individual with a marble paperweight in the design of the publisher's logo. Such a gift is not acceptable because only DoDEA can accept gifts from an outside source. However, if the publisher wishes to present DoDEA with a gift (e.g., a paperweight or a monetary donation for the schools), DoDEA may accept the gift after coordination with the DoDEA office of general counsel, the DoDEA headquarters comptroller, and the publisher.

49.2.3.3 An employee who receives a gift must return the gift to the donor or pay the fair market value of the item. If the gift is perishable (e.g., food or flowers), it can be given to a charity or shared within the office. [Note: Except for perishable items, an employee cannot redirect the gift to a favorite charity. In all cases, coordination with the DoDEA office of general counsel is essential before accepting and/or redirecting any gift.]

49.2.3.4 Gifts of travel. [See Travel section]

#### 49.2.4 Government Vehicles

49.2.4.1 A government-owned or government-leased vehicle cannot be used for anything other than official business. Proper use of government vehicles involves travel between places of work and official activities.

49.2.4.1.1 Example: Side trips for personal reasons, domicile-to-duty travel, sight seeing trips for visitors, and support to non-federal entities are all examples of improper use of government vehicles.

49.2.4.2 The minimum penalty for even slight personal use of a government-owned or leased vehicle is a 30-day suspension.

#### 49.2.5 Fundraising

49.2.5.1 Internal fundraising. The Combined Federal Campaign is DoDEA's only pre-approved internal fundraising event. Group collection for farewell gifts, baby shower presents, and all other (group) fundraising events must be coordinated with, and pre-approved by, the DoDEA office of general counsel.

49.2.5.1.1 Employees cannot run "cottage industries" such as selling cosmetics or soliciting funds for other activities.

49.2.5.1.2 Internal fundraisers that were reviewed and pre-approved by the office of general counsel include the fish fries and bake sales that were held to raise money to help defray the costs of the DoDEA annual picnic.

49.2.5.2 External fundraising. Soliciting subordinates, using government resources, and using an official title, position, or organization name for external fundraising is prohibited.

49.2.5.2.1 Example: Several persons may live in the same neighborhood and therefore are raising funds for their community recreation center. Regardless of the virtues of the effort,

they may not use government equipment (e.g., the e-mail system) to send messages soliciting funds and support from other employees.

49.2.5.2.2 The use of an official title, a position, or any authority associated with a public office to further a fundraising effort is prohibited. Exception: An employee who is ordinarily addressed using a general term of address such as “The Honorable,” or a military or ambassadorial rank, may use or permit the use of that term of address or rank.

49.2.5.2.2.1 Example: A nonprofit organization is sponsoring a golf tournament to raise funds for underprivileged children. The Secretary of the Navy may not enter the tournament with the understanding that the organization intends to attract participants by offering other entrants the opportunity, in exchange for a donation in the form of an entry fee, to spend the day playing 18 holes of golf in a foursome with the Secretary of the Navy.

#### 49.2.6 Sponsorship

49.2.6.1 Individuals and organizations may ask a school to sponsor and/or co-sponsor their activities. Prior approval of the DoDEA office of general counsel must be obtained before the school can agree to do so.

49.2.6.1.1 Example: An individual may contact an agency employee in order to have them sponsor or co-sponsor an event for their organization. The answer to this request usually must be “no.” However, there are certain situations in which an employee may agree to sponsor or co-sponsor a function, after and only after, receiving approval from the DoDEA office of general counsel.

#### 49.2.7 Use of Government Resources

49.2.7.1 Use of e-mail. E-mail may not be used in any way that interferes with official duties, undermines readiness, reflects adversely on DoDEA, or furthers any unlawful activity or personal commercial purposes. In addition, any potential practices which may create unacceptable strain on the automation systems, including the attachment of large video files to personal messages and/or live video and audio links including certain screen saver programs, are prohibited.

49.2.7.1.1 Example: Employees may not send group electronic mailings to offer items for sale or other personal purposes (e.g., selling an automobile or renting a private residence). Nor may employees send group electronic mailings to announce events sponsored by a non-federal entity without the prior approval of a supervisor. Sending e-mail chain letters; broadcasting e-mail messages of daily quotations, jokes, or other similar transmissions; broadcasting unsubstantiated virus warnings; and sending messages to large audiences and/or sending repeated messages as “reminders,” are all interfering uses of the e-mail system.

49.2.7.2 Use of the Internet. Employees have permission to use their computers to access and use Internet resources for professional development purposes subject to ensuring that their primary duties and mission are accomplished. Employees also have permission to use their computers to access and use these Internet resources for other personal reasons such as routine e-mail correspondence with a child away at college, reading a business magazine’s Website, or checking stock quotes, but only before and after work hours or during a lunch period or other authorized break during the day. [Note: Any use of government communications resources should be with the understanding that such use is generally not secure, is not anonymous, and may be monitored.]



49.2.7.2.1 The government Internet may not be used to place wagers on sites used to auction and advertise items, e.g. Ebay.com.

49.2.7.3 Communications systems. Federal government communication systems and equipment (including government-owned telephones, facsimile machines, electronic mail, and commercial systems when the federal government pays for their use) are for official use and authorized purposes only. [Note: Checking with spouses or minor children, scheduling doctor's appointments, brief Internet searches, and e-mailing directions to relatives are acceptable uses of government property.]

49.2.7.3.1 Acceptable use of the federal government communication systems include personal communications from the work place that are most reasonably made while at the workplace when the agency designee determines that such communications do not adversely affect official duty performance, are of reasonable duration and frequency, are made during personal time whenever possible, serve a legitimate public interest, do not reflect adversely on DoDEA, and do not overburden the communication system nor create a significant additional cost to DoD (including long distance telephone charges).

49.2.7.4 Personal government resources other than communications systems (e.g., equipment and property such as typewriters, calculators, copier machines, and printers). Limited use of personal government resources is authorized if the agency designee determines that such use does not adversely affect official duty performance, is of reasonable duration and frequency, and occurs only during the employee's personal time, serves a legitimate purpose, does not reflect adversely on DoD, and creates no significant additional cost to DoD.

49.2.7.5 Business cards. In-house printing of business cards using existing software and commercially purchased card stock is permitted. Contracting with Lighthouse of the Blind is also permitted if costs do not exceed those of in-house printing. Cards should contain only the necessary business information. Color or customized cards must be purchased at the employee's expense.

49.2.7.5.1 Example: Employees may use the Microsoft PowerPoint program (which is already loaded on their computers) to create business cards and print them out on cardstock paper purchased by the government as long as the cards only include pertinent business information.

49.2.7.6 Holiday cards. Holiday cards are not considered an official expense. Consequently, it is improper use of government resources to produce holiday greeting cards.

### **49.3 Freedom Of Information Act**

References: (a) DoD Regulation 5400.7, "Freedom of Information Act Program," Sept 1998  
(b) DoD Directive 5400.11, Department of Defense Privacy Program," Dec 1999  
(c) Section 552 of title 5, United States Code

49.3.1 All FOIA requests received by any official at any level (school, district, area or headquarters) are to be forwarded to the DoDEA FOIA officer on receipt.

49.3.1.1 The DoDEA FOIA officer is the DoDEA official authorized to respond to FOIA requests.

49.3.1.2 Principals should contact their district superintendent office or area office for information regarding FOIA requests.

49.3.1.3 Responses to all FOIA requests must be made expeditiously.

49.3.2 The fundamental principle established by FOIA is that information in the possession of a federal agency must be made available to the public unless it is exempt under one of the statutory exemptions to the rule of disclosure. If access is denied, one may appeal the denial. At that time, a review of the matter will be held to determine whether disclosure should be ordered.

49.3.3 FOIA has three primary objectives which:

49.3.3.1 Require that agencies publish such items as statements of policies, rules, and procedures in the Federal Register for the guidance of the public.

49.3.3.2 Require that agencies, in accordance with published rules, shall make available for public inspection and copying unpublished decisions and opinions and certain manuals in the administration of the government.

49.3.3.3 Create the right of any individual, without the need for showing need or interest, to request access to any document in the possession of a federal agency. Access may only be withheld if it is exempt under one of the nine specific exemptions to FOIA.

49.3.4 Procedures for filing a FOIA request:

49.3.4.1 The procedures for filing a request are available on the DoDEA Website:  
[www.odedodea.edu](http://www.odedodea.edu) .

## **49.4 Privacy Act Of 1974**

References: (a) DoD Regulation 5400.7, "Freedom of Information Act Program," Sept 1998  
(b) DoD Directive 5400.11, Department of Defense Privacy Program," Dec 1999  
(c) Section 552 of title 5, United States Code

49.4.1 All Privacy Act requests received by any official at any level (school, district, area, or headquarters) are to be forwarded to the DoDEA Privacy Act officer on receipt.

49.4.1.1 The Privacy Act officer is the DoDEA official authorized to respond to Privacy Act requests.

49.4.1.2 Principals should contact their district superintendent office or area office for information regarding Privacy Act requests.

49.4.1.3 Responses to all Privacy Act requests must be made expeditiously.

49.4.2 The basic premise of the Privacy Act is that agency-collected information about an individual is not to be released to unauthorized persons without the individual's permission. DoD Directive 5400.11, outlines the requirements as established by DoD.

49.4.2.1 All DoDEA personnel must strictly observe the following primary rules:

49.4.2.1.1 Personal records (student, teacher, or other) must be maintained in areas where only authorized persons have access to the information

49.4.2.1.2 Assistance must be requested from the DoDEA Privacy Act Officer about the release of a record

49.4.2.1.3 All systems of records being maintained that contain personal information should be reported to the DoDEA Privacy Act officer.

49.4.2.2 The Privacy Act is a confidentiality and records management statute; a request only applies to the level's own records.

#### 49.4.3 Procedures for filing a Privacy Act Request

49.4.3.1 The procedures for filing a Privacy Act request are available on the DoDEA Website: [www.odedodea.edu](http://www.odedodea.edu) .

49.4.3.2 All requests should be in writing and forwarded to the Department of Defense Education Activity, 4040 North Fairfax Drive, Arlington, Virginia 22203-1635. If you have additional questions, you may call the Privacy Act officer at (703) 696-4235.

### 49.5 **Confidentiality of Student Records**

- References:
- (a) The Privacy Act of 1974, as amended, Section 552a, Title 5, United States Code.
  - (b) 32 C.F.R. Part 310, "DoD Privacy Program"
  - (c) DoD Directive 5400.11, "Department of Defense Privacy Program," June 1982.
  - (d) DoD 5400.11-R, "Privacy Program," August 1983.
  - (e) The Freedom of Information Act, (FOIA) Section 552, Title 5, United States Code
  - (f) DoD Directive 5400.7, "DoD Freedom of Information Act Program," September 29, 1997.
  - (g) The Family Educational Rights and Privacy Act of 1974 (FERPA), Section 1232g, Title 20, United States Code
  - (h) Individuals with Disabilities Education Act (IDEA), Sections 1412(a)(8) and 1417(c), Title 20, United States Code
  - (i) DoD 6025.18-R, "DoD Health Information Privacy Regulations," January 2003

#### 49.5.1 Philosophy on Release of Student Information

49.5.1.1 It is DoDEA policy that all releases of information maintained by DoDEA fully comply with both law and regulations

49.5.1.2 The Privacy Act, Section 552a, Title 5, United States Code, as amended, controls the release of personal student records.

49.5.1.3 The IDEA, controls the release of certain personal student records.

49.5.1.4 Neither the FERPA nor HIPPA apply to DoDEA's student records.

#### 49.5.2 Requirements of the Privacy Act

49.5.2.1 The Privacy Act applies to records in a system of records that are retrievable by name or by any other personal identifier, e.g., social security number.

49.5.2.2 Information can only be collected in conformity with published systems notices.

49.5.2.3 Information collected about an individual can only be released in conformity with

published systems notices. Examples:

49.5.2.3.1 Records can be released to law enforcement investigators, including DoD criminal investigators (e.g., DCIS, AFOSI, NCIS, CID), upon receipt of a written request.

49.5.2.3.2 Records can be released to recruiters including military recruiters.

49.5.2.3.3 Records can be released to offices engaged in litigation.

49.5.2.3.4 Records can be released to personnel within DoD with an official “need to know.”

49.5.2.3.5 When Privacy Act records are released, a copy of the signed request for the record must be maintained in the record. This request must be signed and contain a general statement of the justification for the request.

49.5.2.3.6 For questions about the release of Privacy Act information, contact the DoDEA office of general counsel.

49.5.2.4 Consensual release.

49.5.2.4.1 Students aged 18 years of age or older assume the authority to consent to the release of their records.

49.5.2.4.2 The parents/sponsors of students aged 17 years of age or younger have the authority to consent to the release of the student’s records.

49.5.2.4.2.1 Non-custodial parents/sponsors are authorized to receive a copy of the records of students (62 Fed. Reg. Vol. 62. p. 32069, June 12, 1997).

49.5.3 Requirements of the Freedom of Information Act (FOIA)

49.5.3.1 FOIA requires the release of any nonexempt records. However, the FOIA requires the redaction (removal) of any information that constitutes a “clearly unwarranted invasion of personal privacy.”

49.5.4 The Family Educational Rights and Privacy Act of 1974 (FERPA).

49.5.4.1 FERPA applies exclusively to all educational records maintained by a state “educational agency or institution.”

49.5.4.2 The FERPA has a two-pronged purpose:

49.5.4.2.1 To assure parents/sponsors of students access to their educational records; and

49.5.4.2.2 To protect an individual’s right to privacy by limiting the transferability of his/her records without his/her consent.

49.5.4.3 FERPA defines “educational records” as any records that a school or educational institution maintains on an individual student.

49.5.5 Individuals with Disabilities Education Act (IDEA)

49.5.5.1 IDEA requires states to protect the “confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary of Education and by state and local education agencies pursuant to the provisions of the IDEA.

49.5.5.2 DoDEA is bound by the requirements that relate to the confidentiality of student records, Section 927(c), Title 20, United States Code and Section 2164(f), Title 10, United States Code.

49.5.5.3 DoDDS implemented IDEA through DoD Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas,”

March 12, 1996.

49.5.5.4 DDESS implemented IDEA through 32 C.F.R. Part 80.

#### 49.5.6 The Health Insurance Portability and Accountability Act of 1996 (HIPPA)

49.5.6.1 HIPPA does not apply to DoDEA. Paragraph C2.2.5. of DoD 6025.18-R specifically exempts DoDEA's records from HIPPA.

49.5.7 Analysis. The Privacy Act, the Freedom of Information Act, the Individuals with Disabilities Education Act, and the Family Educational Rights and Privacy Act of 1974 all regulate access to and privacy in student "educational records." They share common purposes. They assure unfettered access by parents/sponsors of dependent children under 18 years of age and individual students who are 18 years of age or above to records containing personal student information that are maintained by schools or educational institutions. Access includes the right to ensure that the records maintained by the schools or educational institutions are accurate. These statutes also require the record holder to protect the privacy of the individual student and his/her family by restricting the nonconsensual release of educational records containing sensitive personal information to third parties. The manner in which these statutes regulate access and privacy are similar, but not identical. Questions regarding any of these statutes should be directed to the DoDEA office of general counsel.

## 49.6 Professional Liability Insurance

References: (a) Public Law 104-208, Section 636 of the Treasury, Postal Service, and General Government Appropriations Act for Fiscal Year (FY) 1997  
(b) Department of Defense, Office of the Assistant Secretary of Defense Memorandum, Professional Liability Insurance dated 06/08/2000

### 49.6.1 Applicability

49.6.1.1 This information applies to all DoDEA personnel.

### 49.6.2 Background

49.6.2.1 Section 636 of the Treasury, Postal Service, and General Government Appropriations Act for fiscal year 1997, Public Law 104-208, as amended, requires agencies to reimburse qualified employees for up to one-half of the cost incurred for professional liability insurance, not to exceed \$150 per fiscal year. This policy is effective retroactive to October 1, 1999.

49.6.2.2 "Professional liability insurance" is defined as liability insurance that covers:

49.6.2.2.1 Legal liability for damages due to injuries to other persons, damage to their property, or other damage or loss to such other persons (including the expenses of litigation and settlement) resulting from or arising out of any tortuous act, error, or omission of the covered individual (whether common law, statutory, or constitutional) while in the performance of such individual's official duties as a qualified employee; and

49.6.2.2.2 The cost of legal representation for the covered individual in connection with any administrative or judicial proceeding (including any investigation or disciplinary proceeding) relating to any act, error, or omission of the covered individual while in the performance of such individual's official duties as a qualified employee, and other legal costs and fees relating to any such administrative or judicial proceeding.

### 49.6.3 Coverage

49.6.3.1 Employees eligible to receive reimbursement for professional liability insurance include supervisory or managerial positions as defined in 5 U.S.C. 7103(a). Eligible employees must submit a completed SF-1164, "Claim for Reimbursement for Expenditures on Official Business," an invoice from the insurance carrier, the policy number, the name of the insurance company, and proof of payment to their servicing customer service representative. After eligibility has been confirmed, the servicing finance office will make payment using electronic funds transfer. If it is determined that a position does not qualify as a supervisory or managerial position, the employee will be provided written notification of denial specifying the reasons for denial.

49.6.3.2 In accordance with the provisions of section 636 of the 1997 Act, as amended, DoD has determined that the maximum of one-half of the premium that DoD activities are authorized to reimburse a covered individual is \$150.00. The amount of reimbursement will be determined based on cost of the premium as listed on the carrier's invoice and the actual, documented cost paid by the employee and the DoD policy governing payment amount. The paying office shall confirm that an employee has not been or, as a result of the requested reimbursement, will not be reimbursed for more than \$150 or one-half of the cost incurred for liability insurance within the applicable fiscal or calendar year period.

49.6.3.3 Each director will be responsible determining eligibility. The director may delegate this responsibility as appropriate. As indicated above, after eligibility has been determined, the designee should forward the completed SF-1164 and supporting documentation to the paying office.

### 49.6.4 Additional information

49.6.4.1 The DoD guidance can be found at [http://www.cpms.osd.mil/fas/benefits/pdf/pli\\_all.pdf](http://www.cpms.osd.mil/fas/benefits/pdf/pli_all.pdf). The guidance defines coverage eligibility, the maximum reimbursement allowance, employee responsibility for reimbursement, and the paying office responsibilities.

## 49.7 **Bloodborne Pathogens Exposure Control**

References: (a) DoDEA Reg. 4800.5, "DoDEA Bloodborne Pathogen Exposure Control Program," dated September 13, 1999.

49.7.1 The DoDEA Bloodborne Pathogen Exposure Control Program [Reference (a)] should be used as the school exposure control plan, with guidelines to limit potential exposure for staff and students to pathogenic microorganisms that may be present in human blood or other fluids. These microorganisms include, but are not limited to, Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV).

49.7.1.1 A bloodborne pathogens exposure control advisor (ECA) should be designated for each school. This designee is normally a nurse or nurse's aide and will serve as the point of contact for school program management and host military medical officials.

49.7.1.2 The ECA should be familiar with and should implement the current safety requirements concerning bloodborne pathogens. Familiarization with the guidelines in DoDEA Regulation 4800.5 are essential. The ECA should coordinate these efforts through the host

medical health for inclusion with the local service component's bloodborne pathogen exposure control efforts.

49.7.1.3 Occupational staff tasks deemed to increase the risk of exposure to bloodborne pathogens should be determined, and key staff positions deemed to be in the "high risk group" for possible exposure should be designated. [Note: Administrators may designate additional staff not currently listed in DoDEA Regulation 4800.5, Enclosure 2.]

49.7.1.4 Employees identified in the high risk group should be notified that they may receive hepatitis-B vaccination within 10 days of their assignment from local medical health officials at no charge to the employee. [Reference DoDEA Regulation 4800.5, Enclosure 2 for additional guidance.]

49.7.1.5 The ECA should provide protective equipment such as plastic gloves, mouthpieces for cardiopulmonary resuscitation (CPR), and eye protection to staff, and should provide regular inspections of these protective equipment supplies.

49.7.1.6 Employees should receive annual training regarding bloodborne pathogens if their work is in an assignment where exposure may occur during duty hours. The ECA or local medical health officials may provide this training which must cover 29 Code of Federal Regulations (CFR) Part 1910.1030 (a) requirements concerning knowledge of transmission, symptoms of bloodborne pathogen diseases, exposure control methods, and personal protective equipment.

## **50 Technology**

### **50.1 Information Technology Office**

- References:
- (a) DoDEA Regulation 1400.0, "DoDEA Electronic Mail," August 14, 1996 located at: [http://www.odedodea.edu/foia/iod/pdf/1400\\_0.pdf](http://www.odedodea.edu/foia/iod/pdf/1400_0.pdf)
  - (b) DoD Directive 5500.7, "Standards of Conduct," May 6, 1987, as amended-, located at: [http://www.dtic.mil/whs/directives/corres/pdf/d55007wch1\\_083093/d55007p.pdf](http://www.dtic.mil/whs/directives/corres/pdf/d55007wch1_083093/d55007p.pdf)
  - (c) DS Regulation 1080.1, "DoDDS Internal Management Control Program," September 28, 1984, located at: [http://www.odedodea.edu/foia/iod/pdf/1080\\_1.pdf](http://www.odedodea.edu/foia/iod/pdf/1080_1.pdf)
  - (d) Public Law 100-235, Computer Security Act of 1987, January 8, 1988, located at: [http://www.cio.gov/Documents/computer\\_security\\_act\\_Jan\\_1998.html](http://www.cio.gov/Documents/computer_security_act_Jan_1998.html)

#### 50.1.1 Information technology offices serve each area.

- DoDEA Headquarters IT Office, located in Arlington, Virginia:  
Department of Defense Education Activity  
Information Technology Division  
4040 North Fairfax Drive  
Arlington, VA 22203
- DoDDS Europe (DoDDS-E) IT Office, located in Wiesbaden, Germany:  
Department of Defense Education Activity -  
DoDDS-E  
Information Technology Division  
CMR 443 Box 7000  
APO AE 09096
- DoDDS Pacific (DoDDS-P) IT Office, located at Torii Station in Sobe, Yomitan-Son, Okinawa, Japan:  
Department of Defense Education Activity -  
DoDDS-P  
Information Technology Division  
Unit 35007  
FPO AP 96376-5007
- DDESS IT Office, located in Peachtree, Georgia:  
DDESS Service Center  
Information Technology Division  
700 Westpark Drive  
Peachtree City, GA 30269



## **51 Facilities**

- References:
- (a) DoD Instruction 4000.19, "Interservice, Interdepartmental Support," August 9, 1995.
  - (b) DoD Manual 1342.6-M, "Administrative and Logistics Responsibilities for DoD Dependent Schools," August 11, 1995.
  - (c) DS Manual 4800.3, "Asbestos Management Program Procedures," June 10, 1992.

### **51.1 Custodial Services**

51.1.1 Custodial services are provided by the supporting installation in accordance with the terms of the Interservice Support Agreement (ISA) for the school, a contract awarded directly to a custodial firm, or in-house custodians.

51.1.1.1 Interservice Support Agreement (ISA). Custodial services may be provided under the terms of the ISA. The supporting installation normally awards a contract to a custodial services company; the terms of this contract will define the services provided to the school.

51.1.1.1.1 The principal should maintain a copy of the contract, and should provide the frequency chart for custodial services to each staff member. The principal or his/her designee should oversee the work being done and report deficiencies to the contracting officer.

51.1.1.1.2 Services exceeding those in the custodial contract must be approved by the district office, and additional funding obligated to the contract before services are requested.

51.1.1.1.3 The principal should participate in developing the Statement of Work (SOW) when a new custodial contract is to be awarded.

51.1.1.2 Direct contract. The school may be supported by a direct custodial contract with services provided in accordance with the contract terms and conditions.

51.1.1.2.1 The principal or designated contract officer representative (COR) should maintain a copy of the contract and provide the frequency chart for custodial services to each staff member. The principal, designated COR, or his/her designee, should oversee the work being done and report deficiencies to the contracting officer.

51.1.1.2.2 Services exceeding those included in the contract must be approved by the district office and additional funding obligated before services are requested.

51.1.1.2.3 The principal or designated COR should participate in developing the SOW when a new custodial contract is to be awarded.

51.1.1.3 In-house custodians. In some cases, school custodians are employees of the school district and under the supervision of the principal or other designated individual in the district superintendent's office (DSO). Their work activities should consist of the same standards as would be used for a custodial contract. The DSO can provide assistance on the current schedule of services and frequency charts for custodial contracts.

### **51.2 Sustainment**

51.2.1 Sustainment (formerly referred to as maintenance) work consists of maintenance and repair activities necessary to keep the school's real property in good working order. This includes regularly

scheduled maintenance as well as anticipated major repairs or replacement of components that occur periodically over the expected life of the facility. Sustainment is performed through the use of a contract, direct hire employees, employees of the local military installation, or employees of the landlord (if the school is leased.)

51.2.2 Preventative maintenance includes work such as scheduled changing of air condition/ventilation filters, changing settings for seasonal conditions, elevator safety certification, and replacing parts of systems based upon manufacturer's recommendations. The principal or designated facility manager should meet with the maintenance personnel and request a schedule of preventive maintenance.

51.2.3 Routine maintenance and repair projects should be identified by the principal and discussed with the district or areas facilities engineer, or logistics manager at the area service center of the DSO responsible for the school. The facilities engineer will validate the requirements, develop initial cost estimates and include them in the Five Year Facilities Plan for the school. The facilities staff of the district or area service center will help the principal get acquainted with the proper procedures for accomplishing this work.

51.2.4 If the school is a leased facility, sustainment work may be covered under the lease agreement and performed by the landlord. The principal should contact the facilities engineer to obtain a copy of the lease and become familiar with the proper methods to accomplish sustainment work.

### **51.3 Recapitalization**

51.3.1 Recapitalization work consists of major renovation and reconstruction activities needed to keep existing facilities modern and relevant in an environment of changing standards and missions. Two types of projects are developed to accomplish recapitalization:

51.3.1.1 Operations and Maintenance (O&M) funded projects: A construction project funded by O&M money can be used to repair, renovate, and modernize a school. The "new work" portion of an O&M funded project may not exceed \$750,000. The final classification of "new work" is made by the installation engineer responsible for the school's real property facilities.

51.3.1.1.1 O&M funded projects are included in the school's Five Year Facilities Plan.

51.3.1.2 Military Construction (MILCON) funded projects: New construction projects exceeding \$750,000 are accomplished through the MILCON program and require congressional approval. Generally, these projects take at least five years to complete, but are the appropriate method to alleviate major deficiencies and to construct additional space. This method requires extensive planning, space utilization analysis, and coordination between the principal, installation engineers, facilities engineers at the district and/or area office, and DoDEA headquarters.

### **51.4 Work Order Follow-up**

51.4.1 The principal should check periodically on each work order submitted to determine its current status and to ensure a satisfactory rate of progress.

51.4.2 Once a work order is funded by a Military Interdepartmental Purchase Request (MIPR) or other funding method, the principal must follow up to ensure that the work is promptly initiated and completed. Projects no longer required should be canceled. It is important that the principal review all funded work orders to preclude having unliquidated obligations remaining on fiscal records.

## **51.5 Use of School Facilities**

51.5.1 For DoDDS schools, the use of school facilities by outside organizations is authorized in accordance with DoD 1342.6-M, "Administrative and Logistics Responsibilities for DoDDS," dated August 11, 1995. In DDESS, similar authorizations exist that have been developed locally at the various military installations.

51.5.2 School facilities may be used during other than normal school hours with the approval of the principal. Organizations are usually limited to those of a morale, welfare, or educational nature.

51.5.3 Coordination should be maintained with the local community through the installation commander for those activities which are community-sponsored and, in turn, require the use of the school facility. School equipment and supplies must be preserved for school programs and should not be a part of the building usage privilege.

51.5.4 For DoDDS schools, when community approved organizations use school facilities on a recurring basis, the DoD 1342.6.M, "Administrative and Logistics Responsibilities for DoDDS," dated August 11, 1995, authorizes the use of a cost-sharing formula for custodial services, utilities usage, and maintenance and repair for community use of school facilities. In DDESS, similar authorizations exist that have been developed locally at the various military installations. The school's liaison officer, military comptroller, and the area logistics division will assist in these matters. The locally developed support agreements between the schools and the supporting installations should clarify responsibilities to preclude misunderstandings.

## **51.6 Interim Facilities**

51.6.1 The acquisition of interim school facilities may be required due to closure of existing facilities for maintenance and safety hazards, student enrollment increases that exceed the capacity of existing facilities, a change in military missions, or other circumstances where the current facilities need immediate augmentation.

51.6.2 If the requirement of interim facilities is due to changes in military mission or re-stationing action, the military is responsible to fund the additional expense. If the requirement for interim facilities is the result of a change in the educational program, the cost is the responsibility of DoDEA.

51.6.3 As soon as the need for interim facilities becomes known, the principal should notify the district superintendent and request assistance from the responsible engineer at DSO or area service center to determine the best method of acquiring needed space.

## **51.7 Hazardous Material Programs**

51.7.1 The hazardous material programs include any material in school facilities that may cause a hazardous environment for students or staff. The primary objective of these programs is to provide safe/healthy school facilities and an environment which enhances the educational process.

51.7.2 Most hazardous material programs are managed by the supporting installation engineer with one exception. DoDEA is specifically tasked under the Asbestos Hazard Emergency Response Act (AHERA) to execute an asbestos management program for all of its occupied space.

51.7.2.1 Principals act as the asbestos coordinator responsible to maintain current files and notify parents and staff on the current status of the existing asbestos material within their school

facilities. Details of the responsibilities are outlined in the DS Manual 4800.3, “Asbestos Management Program Procedures,” June 10, 1992.

51.7.3 The DoDEA Chemical Hygiene and Safety Program, DS Regulation 4800.4, provides procedures and guidelines to be adopted at applicable DoDEA schools and facilities to assist in achieving a chemically safe environment. It also provides the procedures and plan format for standardizing chemical hygiene and safety in academic laboratories; the standard and procedures for the implementation of chemical hazard communication; and a generic checklist for chemical hygiene and safety in the DoDEA system. DoDEA schools and facilities comply with the stricter of U.S. federal standards, DoD directives, or host nation bioenvironmental statutes applicable to each location worldwide.

## **51.8 Annual School Safety Inspections**

51.8.1 The school principal is responsible for coordinating with the installation commander to ensure that school facilities are inspected to ensure that school facilities meet all applicable facility fire, physical security, safety, sanitation, and environmental protection requirements. The installation commander is responsible for assigning qualified personnel to perform the following inspections of school facilities:

51.8.1.1 before the start of the school year, an inspection by qualified facility, physical security, safety, sanitation, bioenvironmental, and fire protection specialists to identify all facilities deficiencies and requirements and their relative priority for repair or maintenance; and

51.8.1.2 in January, an inspection by qualified facility, physical security, safety, sanitation, bioenvironmental, and fire protection specialists to identify all facilities deficiencies and requirements and their relative priority for accomplishment.

51.8.1.2.1 The second physical security inspection in January is not required for those schools located on military installations protected by positive entry control procedures.

## **52 Property / Services Management**

- References:
- (a) DoDEA Manual 4100.2, “DoDEA Material Management Manual”, August 1997
  - (b) Department of Defense Instruction No. 5000.64, “Defense Property Accountability”, August 13, 2002
  - (c) Department of Defense 4140.1-R, “DOD Material Management Regulation”, July 24, 2001
  - (d) DoDEA Pamphlet 00-L-001, “Procedures to Account for Lost, Damaged, or Destroyed Government Property”, January 2001

### **52.1 Property**

#### **52.1.1 Government property**

52.1.1.1 Principals will vigorously promote a program to safeguard school property within the schools. Items wasted or improperly used divert funds needed to provide textbooks, supplies, and equipment. All supplies and equipment made available for use in schools are the property of the U.S. government. As such, all DoD employees are responsible for the proper use, care, and physical protection of government property. Failing in this responsibility may result in the individual being held financially liable for the cost of the item. Responsibilities include:

- 52.1.1.1.1 using government property for official business only;
- 52.1.1.1.2 complying with all applicable regulations or contractual requirements;
- 52.1.1.1.3 contacting the appropriate authority if property is subjected to undue risk; and
- 52.1.1.1.4 reporting theft, lost, damaged, or destroyed property to the proper authorities as established by the school administrator.

#### **52.1.2 Personal property**

52.1.2.1 Each principal has the overall responsibility for all personal property which includes any property, excluding real property, assigned to the school. A hand-receipt account encompasses accountable property assigned to a school. The school principal or his/her assistant principal serves as the hand-receipt holder at their respective activity. The hand-receipt holder must appoint a property custodian for the activity. The supply technician in a school may be the property custodian. When a school does not have a supply technician assigned on at least a part-time basis year-round, the property custodian function may be assigned to someone on the administrative staff.

52.1.2.2 Accountability shall be established from the time of receipt for all personal items with an acquisition cost of \$2,500 or more, and ADP input/output and storage items (Federal Supply Classification Group 7025) costing \$300 or more. The exceptions to this standard are computers, ROTC weapons, and vehicles that are accountable regardless of cost. Effective October 1, 2003, the revised dollar threshold for accountable property is \$5,000 or more, excluding all computers, weapons, vehicles which are accountable regardless of cost.

52.1.2.3 The Defense Property Accountability System (DPAS) is the only authorized personal property system to be used for the tracking and recording of accountable property data.

52.1.2.4 Annual inventories of accountable property should be conducted for each activity. This will occur on a cycle determined by the accountable officer/property book officer.

52.1.2.5 A change of HRH inventory will be conducted when there is a change in HRH or there is an interim HRH assigned due to personnel rotation. The incoming or interim HRH must assume responsibility for the accountable property before the outgoing HRH is relieved of responsibility.

52.1.2.6 Prior to the acquisition of accountable property, hard-copy notification must be provided to the area accountable officer/property book officer to establish a “due-in” to the gaining hand-receipt account. Upon the receipt of the property, all support documentation including the signed receiving report, must be sent to the accountable officer/property book officer in order for the property to be added to the hand receipt account in DPAS.

52.1.2.7 Durable property includes other personal items that are not consumed in use and have an acquisition cost of \$299 to \$2,499. Formal property book accounting for durable items is not required. However, because of the nature of these items, informal control of the total quantity on-hand must be maintained. Effective October 1, 2003, the dollar range for durable property is \$500 - \$4999.

### 52.1.3 Reporting lost, damaged, or destroyed government property

52.1.3.1 The HRH is responsible for ensuring that a financial liability investigation of property loss is done when any accountable and or a durable asset valued at \$300 (\$500 effective October 1, 2003) or more is lost, damaged, or destroyed due to suspected negligence, unauthorized use, theft, or willful misconduct. [Refer to DoDEA Pamphlet 00-L-001/, January 2001.]

### 52.1.4 Excess personal property

52.1.4.1 Excess personal property in schools includes those assets (i.e., accountable, durable, expendable) for which there are not requirements. Serviceable and/ or unserviceable accountable excess property must be reported to the accountable officer for disposition instructions. The disposition of property includes the transfer from one hand receipt holder to another and disposal actions. The DSO is authorized to direct the redistribution of serviceable durable and expendable property within their area of responsibility. If there is no requirement within the district for the excess, it must be reported to the accountable officer. Hand-receipt holders are authorized to dispose of unserviceable durable/expendable assets through their servicing Defense Reutilization and Marketing Office (DRMO) without first seeking approval from the district or accountable officer.

### 52.1.5 Equipment maintenance

52.1.5.1 Equipment will be properly maintained and available for use in the instructional program. The school administration will ensure that unserviceable equipment is repaired in an expeditious manner rather than left unrepaired in a classroom or storeroom. The primary method of repair of unserviceable non-IT equipment is the local military maintenance and repair facilities on a reimbursable basis, or a local contract for equipment maintenance. The majority of IT assets purchased and/or leased include a 3-year warranty that provides on-site maintenance and parts replacement. In cases where the item is no longer covered under warranty, in-house repair may be done by school employees. Area offices may have central facilities for specific types of equipment; e.g., the Musical Instrument Repair Facility at Mainz-Kastel, Germany. Repair problems that cannot be resolved at school level should be referred to the district and or area offices.

### 52.1.6 Furniture acquisition

52.1.6.1 The acquisition of furniture will be based on a need for initial or replacement items. Purchases are made based on need in accordance with the mission and functions of the particular

school and or educational programs. GSA and Federal Supply Schedules are the preferred sources for furniture acquisition. However, the use of local commercial vendors may also be a viable resource. School administrators should refer all questions pertaining to the use of local commercial sources to their respective DSO or accountable officer. The acquisition of executive furniture must have pre-approval from the area director or chief of the DoDEA logistics division.

#### **52.1.7 Military supply points**

52.1.7.1 Commonly used supplies and equipment are normally available through the General Services Administration (GSA) Industrial Supply Stores (the former Self Service Supply Centers) located in many military communities. Maximum use of these supply points as well as other local commercial activities to obtain general office supplies and equipment is highly encouraged.

### **52.2 Mail Procedures**

#### **52.2.1 Official mail**

52.2.1.1 Outgoing mail should be monitored to ensure that only “official” mail which is required for the conduct of government business is sent at government expense.

52.2.1.2 “Official” mail is outgoing mail that is used in the conduct of government business, and is being sent from a government activity to another government activity, an individual, or a non-government organization. It does not include mail being sent from an individual, including government employees or non-government organizations, to a government activity.

52.2.1.3 Each DoD component pays for its own “official” mail.

#### **52.2.2 Personal mail**

52.2.2.1 Personal correspondence may not be mailed using government-funded postage.

52.2.2.1.1 For example, a letter to a congressman by an individual employee expressing a personal opinion either positive or negative should not be mailed on official stationery or in an official envelope. Rather, it should be on the employee’s personal stationery with personally-purchased U.S. postage.

52.2.2.1.2 The mailing of Standard Form (SF) 171 or any other form of application for employment at government expense is prohibited.

### **52.3 Student Meal Programs**

References: (a) DoD Directive 1015.3, “DoD Student Meal Program”, October 11, 1983 with Administrative Resistance Incorporating Through Change 2, July 24, 1991  
(b) DoD Manual 1342.6-M, “Administrative and Logistic Responsibilities for DoD Dependents Schools”, August 1995

#### **52.3.1 DDESS student meal program**

52.3.1.1 DDESS district offices provide support to their school food service programs and ensure that the meals provided meet U.S. Department of Agriculture (USDA) National School Lunch Program requirements. District offices are responsible for determining eligibility for free

and reduced price meals, and for submitting the required documentation for receiving USDA reimbursements and commodities.

52.3.1.2 School principals should coordinate with their district office to obtain sufficient resources for the efficient operation of their student meal program.

52.3.1.3 The principal is responsible for supervising the behavior of students while they are eating in facilities which are an integral part of the school.

#### 52.3.2 DoDDS student meal program

52.3.2.1 In accordance with References (a) and (b), the military services are responsible for the operation of the DoD Student Meal Program in DoDDS. This includes all costs to support the program, i.e., utilities, custodial, repair, and maintenance costs. In most locations, the military services have appointed their exchange service to be the school food authority, and they use facilities available in school facilities to provide hot meals or box lunches. In other locations, community commanders designate the military dining facility or a local military club as the school food authority. In such locations, student meals are usually served in facilities which do not belong to the school or they are delivered to the school.

52.3.2.2 Community commanders determine if families are eligible for free or reduced price meals under the criteria established by the USDA National School Lunch Program. USDA provides cash subsidies and donated commodities for each meal served that meet federal nutrition requirements.

52.3.2.3 The principal is responsible for supervising the behavior of students while they are eating in facilities which are an integral part of the school.



## **53 Transportation**

- References:
- (a) DoD Regulation 4500.36-R, "Management, Acquisition, and Use of Motor Vehicles," March 1994, with change 1.
  - (b) DoD Manual 1342.6-M, "Administrative and Logistic Responsibilities for DoDEA," August 1995.
  - (c) DoD Directive 4500.9, "Transportation and Traffic Management (MI&L)," January 1989, with change 1 and 2.
  - (d) DoD Instruction 4100.33, "Commercial Activities Program Procedures, September 9, 1985 with change 1, 2, and 3.
  - (e) DoD Instruction 7041.3, "Economic Analysis for Decision making," November 7, 1995.
  - (f) Memorandum, Office of Dependents Schools, "Report of the Joint Management Task Force on Student Transportation," April 7, 1993.
  - (g) Memorandum, Deputy Under Secretary of Defense for Logistics and Materiel Readiness, "Funding of Security Attendants on Department of Defense Education Activity Operated School Buses," May 6, 2003

### **53.1 Commuting / Walking**

#### **53.1.1 Commuting area**

53.1.1.1 DoDEA school bus offices, acting in coordination with school principals and the supporting installation/community commander, should establish a commuting area for the purpose of determining eligibility for transportation of dependent students.

53.1.1.1.1 For DDESS schools, the commuting area is that part of the base housing area and on-base temporary lodging facility that is outside of the established walking area. DDESS has off-base busing in Puerto Rico and Guam; the commuting areas are established in coordination with the DSO and the military community commanders.

53.1.1.1.2 For DoDDS schools a map and/or narrative description is used to identify the commuting area for each school.

53.1.1.1.3 When there are multiple, geographically separated schools of the same grade levels in a community (e.g., two elementary schools), the student commuter area plan for each school will serve as the commuting area. The commuting area will be based on the availability of housing within the proximity of the school. Travel time via designated modes of transportation from the farthest point within the commuting area should not normally exceed 1-hour, except as authorized in paragraph 6-14, DoD 4500.36-R, "Management, Acquisition, and Use of Motor Vehicles," dated March 1994. The area need not be equal distance in all directions from the school, nor need it be as far as a 1-hour commuting time.

53.1.1.2 In DoDDS and DDESS, the commuting area will be given widespread publicity during incoming personnel processing, by housing referral office visits, and/or through sponsor programs to inform each sponsor of the established area before family housing is obtained. Each incoming sponsor shall be required to certify in writing that he/she was advised by the installation/community commander of the commuting area and understands that if family housing is obtained outside this area, transportation of dependent students between their

residence and the nearest pickup point within the commuting area or to the school is the sponsor's responsibility.

#### 53.1.2 Commuter area exceptions

53.1.2.1 Three categories of exceptions to a school commuter area plan are recognized. This policy provides direction for approval of individual exceptions. **[DoDDS only; not applicable to DDESS. Within DDESS the superintendent, in coordination with the area service center, makes decisions on a case-by-case basis.]**

53.1.2.1.1 Category 1—Reasons of compelling education-related necessity affecting either groups of students or individuals, as certified by school administrators. Students are considered space-required, with transportation continued in that category as long as the school administrator certifies the need.

- Example 1: School Alpha becomes overcrowded and is unable to support all students assigned. School administrators elect to reassign students to School Bravo located outside School Alpha's feeder plan.
- Example 2: Special education and related services for a student residing in School Alpha's feeder plan may be reassigned to School Bravo due to the non-availability of an obligatory educational service or program at School Alpha.

53.1.2.1.2 Category 2—Parental preference in connection with a government-directed housing assignment change.

- Example: Upon arrival at a new duty station, a family is assigned temporary quarters or housing on the economy located in the feeder plan of School Alpha. The family then moves to government housing in the feeder plan of School Bravo. The parents are granted an exception to the feeder plan allowing their child(ren) to continue in School Alpha to the end of the current semester.

53.1.2.1.2.1 Transportation will be provided only to the end of the current semester, and only if all of the following conditions are met:

- Military authorities certify that the change in housing assignment was government directed.
- An established route or run exists that can be used for transportation. If necessary, an existing route or run may be modified temporarily. In no instance will a new route or run be established for this purpose. [Examples: A stop may be added, the distance and/or time of the route or run may be extended, or the bus capacity may be raised to give the student a seat.]
- The parent/sponsor signs a release of liability and an acknowledgment of understanding (1) that transportation will stop at the end of the current semester, and (2) that they will be responsible for providing transportation at the beginning of the next semester. [Note: If an extension is granted beyond the end of the current semester to attend a school outside the feeder plan, requests for continued transportation will be in accordance with the provisions of Category 3.]

53.1.2.1.2.2 The district transportation supervisor must review and approve each request before transportation starts.

53.1.2.1.3 Category 3—Parental preference. Transportation in connection with an exception that was based on personal preference only may be extended as a courtesy under the following conditions:

- No additional cost to DoDEA is incurred.
- The student boards and exits the bus at a stop on an existing route.
- No deviations to the existing route are required. [Note: None are allowed.]
- There is an available seat that is not reserved for space-required students (whether or not they are used), and the seat is not designated for non-use because of safety restrictions.
- The upper limit of the bus seating range ordered will not be increased to create available seats. [Example: A bus has 15 space-required student passengers, with a range of up to 18 seats ordered; three seats may be used for courtesy transportation. Space-required seating may not be used for courtesy transportation. When the demand for transportation exceeds the courtesy seats available (e.g., five requests, but only three unfilled seats are available), the rule “first come, first served” will apply. In the event that a space-required seat is needed and courtesy seats are assigned, the rule in regards to courtesy seating being relinquished is “last on, first off.”]

53.1.2.1.3.1 The district transportation supervisor must review and approve each request before transportation starts.

53.1.2.1.3.2 Parents must sign a release of liability and an acknowledgment of understanding that transportation is provided as a courtesy. Furthermore, transportation may be withdrawn with little or no advance notice to accommodate a space-required student.

53.1.2.1.3.3 School administrators will refrain from making transportation commitments to parents and will refer all transportation requests to their local DoDEA transportation managers.

53.1.2.1.3.4 All requests for courtesy transportation will be documented. School administrators will be kept informed of approved and disapproved requests, including those instances when transportation is withdrawn.

### 53.1.3 Walking distance

53.1.3.1 Walking distance is the distance between a student’s primary residence and the school or designated bus stop, and normally should not exceed one (1) mile for students in grades K–6, and one-and-one-half (1-1/2) miles for students in grades 7–12.

53.1.3.2 DDESS schools shall establish walking areas in accordance with state laws and DoD Regulation 4500.36R.

53.1.3.3 Superintendents have the latitude to set their own walking distance. However, deviations from the standards (for other than validated safety reasons, or for special needs students on an Individualized Education Plan (IEP) with transportation included as a related service) must be approved through the area service center. To the degree possible, these areas should be expanded or contracted to conform to the boundaries of a housing area or a neighborhood.

### 53.1.4 Daily commuting transportation [DoDDS only]

53.1.4.1 Daily round trip transportation between family residential areas and schools may be provided to dependent students who reside within, or are transported at their own expense to a pickup point within, the designated commuting area of a DoDEA-operated school. The student must live beyond the established walking distance of the school.

53.1.4.2 Transportation to DoDEA schools. Daily commuting transportation is transportation of students from their assigned bus stop to school at the beginning of their school day and the return to their assigned bus stop at the end of the normal scheduled school day. Only one trip to and from school per day is authorized for each student. Transportation is not authorized to take students to their homes or to eating facilities for their midday meal. No other transportation between the assigned bus stop and the school will be charged to commuting transportation unless noted on a special education student's IEP. Transportation described as "curb-to-curb" only applies to disabled students with disabilities who require such service as documented in the child's IEP.

53.1.4.2.1 Only space-required students attending DoDEA schools, transportation personnel, assigned safety/security attendants, community bus monitors, and security personnel assigned by the installation commander are authorized to ride daily commuting services. Additional authorized passengers are U.S. military and host nation police, and persons authorized in writing by the school principal or his/her designee, the contracting officer, or the school bus office.

53.1.4.2.2 Non-federally connected, space-available, tuition-paying students may be permitted to utilize school bus commuting services on a "space-available" basis. Those students and their sponsors will be advised prior to enrollment that commuting transportation will be provided only on a space-available basis. Even though space-available service may initially be provided, it may be withdrawn at any time.

53.1.4.3 Transportation to non-DoDEA schools. DoDEA-sponsored students attending a non-DoD school will use the transportation provided or arranged by that school when included as part of the tuition. When the non-DoD school does not provide transportation or when the cost of such transportation is charged separately, the cognizant district transportation office, in conjunction with the respective area superintendent, will determine the appropriate means of transportation consistent with DoD Directive 4500.9, "Transportation and Traffic Management (MIL)," dated January 1989.

#### 53.1.5 Students with disabilities

53.1.5.1 Case study committees (CSC) will authorize student transport as a related service based on the student's disability. CSCs should use the DoDEA guide, "Transporting Students with Disabilities", dated May 2002, to determine the appropriateness of special transportation. As prescribed by Federal law, the CSC shall serve the student's needs in the least restrictive environment. Students should use age and weight-appropriate child seat restraining systems (CSRS) in accordance with industry standards and federal and state laws and guidelines.

### 53.2 Transportation for Curricular and Co-curricular Activities

Curricular and co-curricular activities are intended for a specific class, grade level, or group of students. Transportation for these activities is restricted to those students, teacher sponsors, and adult chaperones (when required). Except for eligible home-schooled students, other individuals are not authorized transportation. The requirements, limitations, and available funds for the program will govern the number of persons authorized to travel.

53.2.1 Curricular transportation. Curricular transportation consists of student transportation services in direct support of the school curriculum and events within the normal school day. Normally the activity is scheduled for an entire class and participation is mandatory and considered in determining a student's grade.

53.2.1.1 Study trips. It is DoDEA policy to enrich school curriculum by taking advantage of the cultural, historic, and natural/geographic attractions of the area. Study trips should be directly related to the school curriculum and used to augment academic programs. Trips not directly related to the curriculum are not considered authorized study trips and should not be charged to appropriated funds.

53.2.1.2 Cooperative Work Experience (CWE) programs. Maximum use will be made of existing community shuttle services and public transportation. If public transportation is authorized, tickets will be procured and distributed by the school bus office.

53.2.1.3 Inter/Intra-school shuttle services. Transportation may be required to transport classes or individual students to/from facilities located beyond a reasonable walking distance from the school or between schools in the same community. Examples include transporting students from an annex to the main school for a student assembly, to use the media center, or to another school for instruction or services not available at the home school. **[DoDDS only]**

53.2.1.4 Physical education classes. Service may be established to transport physical education classes to/from a gymnasium or similar facilities located beyond a reasonable walking distance from the school. Trips to swimming pools, bowling alleys, ski areas, and similar facilities will not be charged to appropriated funds unless the activity is officially incorporated in the curriculum and students are required to participate and will be graded on their performance. Students in special education programs must be provided transportation to such facilities when activities are included in the IEP. **[DoDDS only]**

53.2.1.5 Outdoor education program. Transportation in conjunction with DoDEA-designated outdoor education courses of instruction, such as the Hinterbrand Lodge, is authorized. Special authorization for overnight travel is not required for these activities. **[DoDDS only]**

53.2.1.6 Other curricular services. Transportation services are authorized to support one-time requirements such as middle or high school orientation visits, graduation practice, or school-wide participation in a local community event. **[DoDDS only]**

53.2.1.7 Authorized passengers. All DoDEA students will be provided curricular transportation regardless of enrollment category. School staff members are authorized to ride curricular transportation in the course of their duties. The school principal determines the required ratio of adults (teachers, staff, and chaperones) to students. As a guide, a ratio of 1:5 is recommended with elementary school students and 1:10 is recommended with secondary school students. If ridership drops below an average of six (6) passengers, services may be terminated unless otherwise approved by the district superintendent in coordination with the district transportation supervisor.

53.2.1.8 Interscholastic athletic program. An interscholastic athletic program is authorized only among DoDEA high schools. Appropriated funds will not be used to transport junior high or middle school students participating in athletic competitions or meets, unless authorized participants are in high school programs. The following services are authorized for high schools:

53.2.1.8.1 The school of origin will arrange all transportation from the school to the actual site of away games and the return. Once the visiting teams have arrived at the activity site, the school bus office or transportation office in the host community will arrange local

transportation when required. Buses will depart from the school or from a central meeting point. Normally stops will not be made “enroute” to pick up or drop off passengers. However, if the direct route passes through another feeder community, a single stop may be made to pick up/drop off students living in that area. **[DoDDS only]**

53.2.1.8.2 Transportation from home to the designated meeting point and return is the responsibility of the student or the student’s parent/sponsor. **[DoDDS only]**

53.2.1.8.3 Only team members, coaches, student team managers, cheerleaders, and adult chaperones are authorized to ride these buses. The school principal determines the ratio of adults (teachers, staff, and chaperones) to students required. As a guide, a ratio of 1:10 is recommended with secondary school students.

53.2.1.8.4 Scheduled public and military transportation services will be utilized when cost-effective and available. **[DoDDS only]**

53.2.1.8.5 Transportation to “home” games is authorized only if locker facilities are not available at the site of the home game. Transportation is limited to travel between locker facilities and the stadium or competition site. Transportation from home to locker facilities and return to home is the responsibility of the student or student’s parent/sponsor. **[DoDDS only]**

53.2.1.8.6 When local transportation for a visiting team is required, transportation support for these events will be arranged through the school bus office or transportation office in the host community. **[DoDDS only]**

53.2.1.8.7 Transportation to and from practice facilities should be kept to an absolute minimum. A concerted effort will be made to utilize practice fields and facilities located within walking distance of the school.

#### 53.2.1.9 Other sports activities:

53.2.1.9.1 Transportation services are authorized for interschool field days held between elementary schools whose individual enrollment would not provide an adequate level of competition. **[DoDDS only]**

53.2.1.9.2 Transportation to/from “Special Olympic” games is authorized for students with disabilities, their chaperones, and student volunteers involved in the games. Chaperones will be responsible for student discipline throughout the trip. The school principal determines the ratio of adults (teachers, staff, and chaperones) to students required. As a guide, a ratio of 1:5 is recommended with elementary school students and 1:10 is recommended with secondary school students.

53.2.2 Co-curricular activity transportation. Co-curricular activity transportation is authorized transportation for DoDEA students and school sponsors to participate in interscholastic sports, music, forensics, science, humanities, and performing arts, etc. These school-sponsored activities are designed to provide opportunities for students to participate on an individual or group basis in events for enjoyment, motivation, and improvement of skills. Student participation is on a voluntary basis and credit is not given. Most activities occur outside regular school hours.

53.2.2.1 After-school activity bus. To encourage broader participation in co-curricular activity programs, secondary school principals may request after school activity bus service to return participants to their home area after the activity period. It is not “the late bus home.” Required commuting transportation from school to the home area is provided at the close of the normal school day. After-school activity buses should not parallel or duplicate municipal transportation

services nor military shuttle services.

53.2.2.1.1 After school activity buses are intended for high school students who participate in co-curricular activity programs. Bus size and routing must be based on participating students who are eligible for space-required commuting transportation. Other students may ride the activity bus on a space-available basis along the designated route of the activity bus. Larger vehicles cannot be requested to create additional space.

53.2.2.1.2 Separate activity buses are not authorized for individual activities. All activity bus service should depart from the school at the same time; multiple departure times are not authorized. Activity bus services will operate only on normal school days.

53.2.2.1.3 To minimize travel time, standard routes will be established to a limited number of centrally located stops, normally not more than five stops per route. Stops should include military housing areas located more than 1.5 miles from the school, and central transfer points where public bus or train transportation is available to outlying areas.

53.2.2.1.4 DoDDS school bus office staff or the DDESS principal or his/her designee should take periodic passenger counts to determine utilization. An average of 60 percent occupancy of available seating capacity is considered to be the minimum acceptable level of utilization for activity bus services. If this minimum is not met, action should be taken to reduce available seating capacity or revise services. If ridership drops below an average of six passengers, services may be terminated unless otherwise approved by the district superintendent in coordination with the district transportation supervisor.

53.2.2.2 Scholastic and other special, regional, or interregional events. These events usually draw limited numbers of participants from a large number of schools. They include, but are not limited to science symposiums, visual and performing arts workshops, High School Honors Music Festival, middle and junior high school choral and band festivals, journalism workshops, Model United Nations, International Student Leadership Institute, Future Business Leaders of America meetings, Math Counts, and academic games.

53.2.2.2.1 DoDDS school bus office personnel or the DDESS principal or his/her designee should arrange the most cost-effective transportation method for these activities. Use of public bus, train, or airline service should be considered. The district or area transportation specialist will also designate a lead school and will coordinate with schools along the route to reduce the overall number of buses/vehicles required or to obtain optimum group fare discounts.

53.2.2.2.2 The number of teachers and/or chaperones assigned to accompany students should be limited to no more than 1 per 10 students.

53.2.2.2.3 Where required, transportation support for these events will be arranged through the DoDDS school bus office or transportation office in the host community, or the DDESS principal or his/her designee.

53.2.2.3 Junior Reserve Officer Training Corps. Transportation may be provided to students participating in JROTC competitive events such as rifle and drill teams.

53.2.2.4 Bands and/or chorus. Service may be provided to transport the school band and/or chorus for performances in DoDEA schools, concerts for U.S. or host nation audiences [**DoDDS only**], or for participation in local festivities. Transportation of music groups to perform at “away” games of interscholastic athletic events is not authorized.

53.2.2.5 Pep rallies and special events. Appropriated funds may not be used to provide

transportation to/from pep rallies, dances, or similar social events even if school sponsored.

53.2.2.6 Authorized overnight trips. The following overnight trips may be charged to co-curricular funds **[DoDDS only]**:

53.2.2.6.1 Events on the DoDEA Interscholastic Athletic Schedule.

53.2.2.6.2 To attend DoDEA sponsored centralized activities or events such as the High School Music Honors Festival, Junior Science, and Humanities Symposium.

53.2.2.6.3 To attend activities or events specifically approved by DoDEA such as Model United Nations.

53.2.2.7 District superintendent approval. Except where authorized above, co-curricular transportation involving an overnight stay or travel to a point outside of the country of origin must be specifically approved by the respective district superintendent in coordination with the district safety and security officer, the local military command, and the district transportation supervisor. **[DoDDS only]**

### **53.3 Transportation Management**

53.3.1 It is DoDEA policy to use the most economically feasible means of transportation. To accomplish this, school administrators and local school bus office staff must work together. Student transportation must be based upon a thorough analysis and periodic review of student demands, routes, and schedules by school bus personnel in coordination with school principals and the installation/community commander. Administrative measures may be taken to improve school bus efficiency. These include:

53.3.1.1 Staggering operating hours of nearby schools. This permits one bus and operator to cover two or even three trips in the morning and afternoon to and from a given school or to a group of schools rather than just one school.

53.3.1.2 Revising school organization plans or establishing more flexible boundaries between adjacent school commuting areas to maximize the utilization of available equipment capacity.

53.3.1.3 Scheduling school closures for administrative activities (e.g., staff conferences and in-service training) to coincide with host nation holidays. This avoids payment of salary premium to local national personnel.

53.3.2 Routes and schedules. Routes and schedules should be developed in conjunction with the school's officer, the local military command, and the district transportation officer to optimize vehicle utilization, seating capacity, total mileage, and driving time. Once developed, vehicle utilization shall be reviewed periodically. Large capacity buses will not be assigned to a route in order to pick up students en route who are not otherwise eligible to be transported, i.e., students living within the designated walking distance of the school. Consolidated pick-up points should have a high degree of consideration.

53.3.3 Transportation requests. Requests should be submitted at least one month prior to the date on which service is required. When this is not practical (e.g., in the event of a play-off or championship game), requests must be submitted as soon as the requirement is identified. Requests with less than five days advance notice may not be supportable. **[DoDDS only]**

53.3.4 Cancellations. Some contracts impose a cancellation charge for services canceled less than 48 hours before the scheduled departure. If a service must be canceled or rescheduled, the local DoDDS DTMO personnel or transportation officer, or the DDESS principal or his/her designee,



must be informed immediately. In planning an outdoor activity that requires transportation, the requester should include a “bad weather” alternative that can take advantage of the requested transportation.

53.3.5 Seating of kindergarten and primary grade students. Seating students in grades K–6 on a 3-to-a-seat basis may be permitted only on trips of less than 30 minutes, except for front seats or where prohibited by host nation statute. No student shall be allowed to stand. **[DoDDS only]**

53.3.6 Alternative transportation. Students in grades 7–12 should use regular public or DoD transportation at DoDEA expense, where available, feasible, and cost-effective. The use of a particular means of transportation for normal daily commuting transportation service does not preclude the use of an alternative means for field trips or co-curricular activities when that means is cost effective. The DTMO can provide information on these alternatives. Reduction of regular fares and group discounts can be obtained for school groups in many locations through advanced planning. **[DoDDS only]**

53.3.7 Military transportation. Military transportation, using part-time drivers, should be used when it is more economical and available.

53.3.8 Contingency plans. Installation/community commanders should work with the appropriate DoDEA officials to develop and publish contingency plans for student transportation.

#### **53.4 Safety and Security**

53.4.1 Bus safety. The DoDDS school bus office or DDESS principal or his/her designee, in conjunction with installation/community commanders, is required to conduct periodic safety reviews of school bus vehicles and loading/unloading areas. Contracts with private activities providing school bus services should contain a provision permitting similar safety reviews of contractor vehicles. DoDDS teachers with school bus office staff assistance, or DDESS principals or designees, are to instruct children on safety procedures when entering, riding on, and departing from school buses.

53.4.2 Bus monitors. School bus monitors whose primary function is to maintain good order on the bus may not be employed by DoDEA. Similarly, school bus monitor services may not be procured by DoDEA contract.

##### **53.4.3 Safety aides/attendants**

53.4.3.1 Safety aides are authorized to accompany students with disabilities if the student’s Individual Education Plan specifies that one-on-one adult supervision or support is required when the student is being transported to/from school/home.

53.4.3.1.1 Safety aides are adults with special training that equips them to supervise or support students with disabilities.

53.4.3.2 Safety attendants are authorized on vehicles exclusively transporting students to/from school/home who are enrolled in DoDEA pre-school, Sure-Start, and kindergarten programs. Subject to availability of funds, this authorization may be extended to vehicles exclusively transporting a mixture of grades K–2 students to/from school/home. Safety attendants are also authorized on vehicles transporting students to/from school/home where host nation law requires adult supervision or support. Normally in all such cases, only one safety attendant is assigned to a vehicle.

53.4.3.2.1 Safety attendants are specially qualified and trained adults whose primary responsibility is to oversee on-board student safety during the to/from school/home daily commute. Their duties encompass, for example, ensuring that students enter and exit the

vehicle safely, including assisting younger students as needed; ensuring that students use seat belts (when installed); ensuring that students are properly seated at all times and that their behavior follows safety rules; and, in the event of an accident or incident, immediately assessing each student for injuries and performing first aid and CPR as required until either emergency response personnel arrive on the scene and take control, or the bus reaches a medical facility.

53.4.4 Security attendants. In overseas areas, DoDEA may use funds to contract for security attendants on vehicles transporting students to/from school/home in the off-U.S. installation host nation environment. **[DoDDS and DDESS in Puerto Rico only]**

53.4.4.1 Security attendants are specially qualified and trained adults whose primary responsibility is the external security environment of the bus route and its stops to detect and report indicators of surveillance, or suspicious, unusual, or apparent criminal activities directed at the bus and/or its occupants.

53.4.4.2 Security attendants may also assist bus drivers in conducting pre-run visual inspections of buses for indicators of tampering or presence of explosive devices. Security attendants respond to emergencies, for example, by diverting the bus from the route to fire/rescue, medical, or police assistance, or to a safe haven. Secondly, security attendants also oversee on-board student safety to/from school/home during the daily commute.

53.4.4.3 Normally, security attendants are not assigned to vehicles with a safety aide on board, nor should both a safety attendant and a security attendant be assigned to the same vehicle.

## **54 Financial Management Procedures**

### **54.1 DoDEA Budgeting Process**

References: (a) DoD Directive 1342.20, “Department of Defense Education Activity (DoDEA)”, October 13, 1992  
(b) DS Regulation 7100.1, DoDEA Budget Policies and Procedures, July 5, 1988  
(c) DS Regulation 7100.2, DoDEA Budget Execution, July 18, 1989

54.1.1 DoDEA’s mission is to provide the eligible dependents of DoD military and civilian personnel with an effective and efficient educational program within the funds appropriated by Congress. It is imperative that all personnel establish and practice sound financial management procedures which guarantee the maximum utility from each dollar expended.

54.1.2 Budget formulation. On an annual basis, DoDEA managers outline goals and objectives which determine the direction and the future of the organization. These goals and objectives should be for long-term planning as well as short-term planning, and should take into consideration established fiscal constraints. The DoDEA budget is formulated based upon prior year actual expenditures and reflects an estimate of the resource requirements. It is submitted twice yearly or as required.

54.1.3 Program Objective Memorandum (POM). In conjunction with the DoD budget cycle, the DoDEA comptroller issues a call to the directors for POM issues. POM issues are for those programs that are new, or for the enhancements to existing programs for which funding does not currently exist. Issues submitted may cover all DoDEA appropriations: operation and maintenance (O&M); procurement (Proc); and military construction (MILCON). POM issues are submitted through the chain for consideration by the Secretary of Defense (SECDEF). Upon final approval by the SECDEF, resources are allocated to support the POM. These resources become part of the DoDEA baseline for future budget submissions.

#### **54.1.4 Budget execution**

54.1.4.1 The overall responsibility for the execution of the DoDEA budget lies with the office of the comptroller, budget execution branch, DoDEA. Each DoDEA component director or their designee has the responsibility for executing his/her budget. Within DoDEA, each area director and district superintendent has the responsibility for executing the budget of his/her area.

54.1.4.2 The initial current year funding is distributed to DoDEA by the Office of the Secretary of Defense–Comptroller (OSD-C) through the issuance of a Fund Authorization Document (FAD). During the initial phase, congressional/OSD adjustments are earmarked for DoDEA. The congressional/OSD adjustments are distributed throughout DoDEA in accordance with guidance. Several meetings are held to determine the distribution and impact of these adjustments. An obligation phasing plan is developed at all levels and submitted through channels to headquarters. DoDEA’s office of the comptroller at headquarters monitors the execution of these funds throughout the fiscal year. A mid-year review briefing is held with OSD-C to determine if DoDEA is executing its funds in a timely manner, or if excess funds may be available for withdrawal. By July 31<sup>st</sup>, all accounts are reviewed to ensure their obligation rates are at least 80 percent. August–September begins the process for closing out the current fiscal year and beginning preparations for the upcoming fiscal year.

#### 54.1.5 Congressional review

54.1.5.1 The DoDEA budget is reviewed by four congressional committees, two authorization and two appropriations.

##### 54.1.5.1.1 Authorization committees:

- House Committee on National Security (HCNS) formerly the House Armed Services Committee (HASC)
- Senate Armed Services Committee (SASC)

##### 54.1.5.1.2 Appropriations committees:

- House Appropriations Committee (HAC)
- Senate Appropriations Committee (SAC)

54.1.5.2 During congressional reviews, DoDEA receives general and or specific questions pertaining to each of the DoDEA components. In addition, the DoDEA Director and/or other program managers from other DoDEA components may be asked to testify at a formal hearing.

54.1.5.3 The markup made by each congressional committee appears in the Congressional Record and is generally included as a part of the defense agencies section.

54.1.5.4 Congressional committees may make specific reductions against any DoDEA program. Unless specifically noted otherwise, the DoDEA programs also may receive pro rata share general reductions of other Defense Agency items reduced.

54.1.5.5 An appropriation is passed by Congress when an agreement is reached between the congressional committees and is signed by the President of the United States.

### 54.2 Unfinanced Requirements

54.2.1 Unfinanced Requirements (UFRs) are funding requirements which cannot be met within the current level of funding provided.

54.2.2 UFRs are submitted as soon as it is apparent that current funding allocations cannot cover all requirements. UFRs should be submitted through channels from the school to the district superintendent's office to the area director. At each level, an analysis will be conducted to determine if funds are available through reprogramming before forwarding the UFR to the next higher level. If the area director cannot fund the UFR, it is then sent to DoDEA headquarters. UFRs submitted from the area director's office are forwarded to the DoDEA division with overall program responsibility, i.e., UFRs for facility operations should be forwarded to the DoDEA logistics division. A copy of the UFR must also be provided to the DoDEA office of the comptroller.

54.2.3 Program Budget Advisory Committee (PBAC). The DoDEA PBAC is comprised of the DoDEA Director, the three area directors, and the two associate directors. The PBAC meets periodically to review, prioritize, and determine the cumulative dollar value of all UFRs. As funds become available, they will be allocated to address the PBAC-approved UFRs in the order of priority approved.

### **54.3 Non-DoD Tuition Collections**

References: (a) DoD Directive 1342.13, "Eligibility Requirements for Education of Minor Dependents in Overseas Areas", July 8, 1982, w/changes 1 and 2  
(b) The Economy Act  
(c) DS Administrative Instruction 7200.1, "Non-DoD Tuition Program," September 1995  
(d) DS Administrative Instruction 7200.2, "Advance Collection of Tuition Fees and Schedule 9 Reporting," September 9, 1984

#### **54.3.1 Tuition policy**

54.3.1.1 It is DoD policy to allow the enrollment of certain non-DoD-sponsored minor dependents provided that space is available and that the applicable tuition is paid in advance. No student will be allowed to attend class unless the applicable tuition has been paid. Specific eligibility requirements and enrollment priorities are set forth in regulations and procedural guidance.

54.3.1.2 Students that are not eligible for tuition-free attendance are required to pay the tuition established by DoDEA for both federally and non-federally connected students. The tuition rate charged includes direct costs and indirect DoD overhead costs for personnel services, unfunded benefits, and other DoD user charges. The direct cost portion of the tuition is deposited to a prescribed appropriation account, while the indirect portion of the tuition is deposited to the U.S. Treasury. The direct portion of the tuition collected increases the amount of funds available for that area or district, as applicable.

54.3.1.3 Questions concerning the enrollment of tuition paying students and the collection of tuition should be referred to the appropriate area fiscal division or district office budget officer.

#### **54.3.2 Tuition computation**

54.3.2.1 DoDEA establishes all tuition rates. Tuition rates are computed using the full-cost recovery methodology in compliance with General Accounting Office guidelines. Tuition rates are based on the total projected operation and maintenance (O&M) budget for the fiscal year corresponding to the upcoming school year, and the actual space-required tuition-free student enrollment for the current school year. Separate tuition rates are computed for DoDDS, Antilles, and Guam. The resulting average cost per student represents the basic rate for grades 7–8. Tuition for full-day kindergarten through grade 6 is 95 percent of the basic rate, and tuition for grades 9–12 is 105 percent of the basic rate. Tuition for full-day pre-kindergarten is 95 percent of the basic rate; tuition for half-day pre-kindergarten and kindergarten is 50 percent of the kindergarten–grade 6 rate.

54.3.2.2 Tuition rates are per student. A discount is not given to sponsors with more than one child enrolled.

54.3.2.3 Rates are usually computed and published in the spring of each year for the upcoming school year. Upon receipt of the annual tuition rates from DoDEA, the area or district will announce the rates to the schools. Areas and districts will establish detailed procedures for the collection of tuition, documentation and the deposit to the U.S. Treasury. Under no circumstances can the tuition fees collected at the school be converted for local use.

#### **54.3.3 Quarterly payments**

54.3.3.1 It is DoDEA policy to collect tuition in advance and in full for each semester. However, under special circumstances such as financial hardship—and at the discretion of the district superintendent—a sponsor may be allowed to pay tuition on a grading-period basis. The request must be in writing and approved by the district superintendent or his/her designee. Payments must be received in full and in advance of the grading period.

#### 54.3.4 Late enrollment/early withdrawal

54.3.4.1 Tuition discounts for late enrollments or early withdrawal are authorized for a grading period on a prorated basis only.

#### 54.3.5 Tuition refunds

54.3.5.1 Refunds of advance tuition payments are authorized only on the basis of a full grading period. It is DoDEA policy to refund only the unearned share of the tuition collected but not yet transferred to the U.S. Treasury.

### 54.4 **Student Activity Funds**

Reference: (a) DS Regulation 7240.1, Administration of Student Activity Funds, October 28, 1999  
(b) DoDEA Regulation 7241.1, Acceptance of Gifts for Domestic and Overseas Defense Dependents' Schools, March 10, 1999  
(c) DoDEA Manual 4100.2, DoDEA Material Management Manual, August 28, 1997

54.4.1 Policies. Student Activity Funds (SAFs) may be established to promote the general welfare and morale of students, and to finance the recognized and authorized extracurricular activities of the student body which are not authorized or funded by appropriated funds. SAFs will be used to account for all funds received from extra-curricular activities such as athletics, club dues, fund raisers, pictures, and yearbooks. Schools generally maintain separate bank accounts for these funds. Each school should keep an accurate and complete record of all receipts and disbursements so that a clear and concise statement of the condition of each fund may be determined at all times.

#### 54.4.2 Fund Council.

54.4.2.1 The SAF is a non-appropriated fund account and must operate under a charter which is approved by the district superintendent or his/her designee. Once approved, the principal will appoint a Fund Council to manage the SAF.

54.4.2.2 The principal has ultimate responsibility for the operation and accountability of the SAF and may override the decisions of the Fund Council. DoDEA Regulation 7240.1 establishes the policies and procedures for administering SAFs.

#### 54.4.3 Fee/admission events

54.4.3.1 The principal is responsible for the administration and supervision of all phases of school events for which an admission is charged.

54.4.3.2 All activities, for which an admission fee is charged, will be controlled by the use of serially numbered tickets which will be surrendered at the door or gate at the time of entry. No personal monies are to be used in cash boxes of ticket sellers. The principal or fund custodian, as appropriate, identifies an individual(s) other than a student who will be responsible for the custody of admission tickets and accounting for admissions sales. Students under proper supervision of an adult may make ticket collections.

#### 54.4.4 Acceptance of gifts

54.4.4.1 The principal may approve acceptance of monetary gifts, travel of students, and personal property with a fair market value or cost of less than \$500 to an approved SAF. DoDEA Regulation 7240.1 and DoDEA Manual 4100.2 apply.

#### 54.4.5 Annual audit

54.4.5.1 Each SAF must be audited at least once each school year. As a non-appropriated fund account, the fiscal year will open on July 1 of each year and close on June 30 of the following year.

54.4.5.2 Audit reports should be submitted to the district superintendent, with a copy to the principal, through the Fund Council. The audit must provide the statement of compliance with generally accepted accounting principles (GAAP). Particular attention should be placed on identifying potential fraud, waste, or abuse in operations.

54.4.5.3 The annual audit should be performed by a qualified disinterested party appointed by the Fund Council. This disinterested party may be a civilian or military member, a member of the school staff who is not serving on the Fund Council, or an independent accountant or auditor. The auditor may be paid from SAF or appropriated funds. Payments to DoDEA employees may be as “extra duty compensation.” Non-DoDEA employees may be paid as independent contractors.

### 54.5 Utilization of Substitutes

References: (a) DS Regulation 2500.1, DoDEA Home or Hospital Instructional Studies, May 1978  
(b) DS Regulation 5550.9, Compensation for Extra-Duty Assignments, October 1988

54.5.1 DoDEA schools vary considerably in enrollment and in the number and types of auxiliary personnel assigned to support the basic instructional program carried out by classroom teachers.

54.5.2 Substitute days are allocated based upon staffing standards which recognize the necessity to continue the basic instructional program during periods of teacher absence, and the need for accountability in the expenditure of fiscal resources utilized for substitutes.

54.5.3 DoDEA does not have a published policy on the use of substitutes. Area directors and district superintendents should establish substitute usage policies and reporting procedures.

54.5.4 Specific questions regarding substitute usage should be referred to the appropriate district or area office for response.

## **54.6 Fiscal Terms and Definitions**

Reference: (a) DS Regulation 7100.3, Use of Appropriated Funds, dated April 17, 1990

54.6.1 Continuing Resolution Act. If an appropriation is not passed by October 1, Congress passes a continuing resolution act (CRA) pending an appropriation. The President also signs the CRA. Under the CRA, an agency may operate at prior year levels. No new starts or new programs are permitted under a CRA.

54.6.2 Fiscal Year (FY). The term “fiscal year” refers to the federal government accounting period which starts on October 1 of each year and ends on September 30 of the following year.

54.6.3 Operation and Maintenance (O&M) Funds. O&M refers to funding that is used to support day-to-day operations and supports such expense items as salaries, travel, contracts, supplies, and equipment. O&M funds are available for one year only; they cannot be carried from one fiscal year to another.

54.6.4 Military Construction (MILCON) Funds. MILCON funding provides for planning, design, construction, major renovation, alteration, and improvement of facilities in excess of \$750,000. MILCON funds are available for five years

54.6.5 Procurement (Proc) Funds. Procurement funding provides for the purchase of major investment items with a unit cost in excess of \$250,000. Procurement funds are available for three years.

54.6.6 Full-Time Equivalent (FTE). An FTE, sometimes called a workyear, is a fiscal term that refers to the total number of straight-time hours available in a fiscal year to be worked by a given type of employee. In DoDEA, a number of different FTE formulas are used:

- SES, GS, TP, FN and WG = 0.5 or 1.0 FTE (40 hours or 80 hours per pay period)
- GS aides and school year clerks = 0.1 – 0.9 FTE (various hours per pay period as determined by local administrators)
- An FTE may support more than one employee. However, educators may only be hired as half-time or full-time.



## **55 Travel**

References: (a) Joint Travel Regulations (JTR), Volume 2, Chapter 6  
(b) DS Regulation l200.2, "Official Temporary Duty Travel", July 5, 1988  
(c) DoD 7400.14-R, The DoD Financial Management Regulation, Volume 9

### **55.1 Official Temporary Duty Travel**

55.1.1 DoDEA employees may be required to travel as part of their regular duties in support of the DoDEA mission.

55.1.2 Temporary duty travel (TDY) at government expense will be directed only when justified and officially approved. Issue of official TDY orders is required prior to the start of travel.

55.1.3 Reimbursement for authorized expenses incurred while traveling will be in accordance with the provisions of the JTR. A travel voucher should be submitted for approval within five working days of travel completion.

### **55.2 Local Area Travel**

55.2.1 Travel orders will normally not be required and per diem normally not paid for travel within the local commuting area when the traveler is not required to remain at the TDY location overnight.

55.2.1.1 The DoDEA Director has established the local commuting area as the area surrounding the permanent duty station from which round trip travel and the mission may be accomplished within 10 hours or less during the same calendar day (i.e., 6 a.m. to 8 p.m.).

55.2.2 Approval of the SF1164, Claim for Reimbursement for Expenditures on Official Business, will suffice for reimbursement purposes.

### **55.3 Travel and the Government Charge Card**

55.3.1 "The Travel and Transportation Reform Act of 1998" (TTRA) (Public Law 105-264) stipulates that the government-sponsored, contractor-issued travel card will be used by all U.S. government personnel (civilian and military) to pay for costs related to official business travel, unless otherwise exempted.

55.3.2 The Government Charge Card (GCC), issued by Bank of America, may be used for expenses directly related to official travel, (i.e., transportation, lodging, and meals) and is for official use only. The GCC and the account should not be used for personal purposes.

55.3.3 Statement of Understanding. Every cardholder must sign a Statement of Understanding which outlines the rules/regulations that the cardholder must abide by as a holder of a GCC. The same expectations for adhering to GCC policies applies to all DoDEA employees with GCC privileges.

55.3.4 Infrequent travelers.

55.3.4.1 Infrequent travelers are exempt from the requirement to use the GCC for official travel. An infrequent traveler is one who travels five times or less per year.

55.3.4.2 In lieu of the GCC, infrequent travelers may request a travel advance or use personal funds and then request reimbursement as appropriate.

55.3.4.3 The vast majority of DoDEA employees are exempt from the requirement to use the GCC for official travel. Therefore, a request for issuance of a GCC should not be submitted.

#### 55.3.5 Payment responsibilities.

55.3.5.1 Cardholders are responsible for paying their travel card accounts in full by the billing statement due date. Under the terms of the DoD contract with Bank of America, cardholders must submit full payment within 25 days of the statement date. In order to avoid a late fee, the cardholder should ensure that the account is paid in full by the payment due date. A \$29.00 late fee is assessed by the bank at 75 days past the closing date on the statement in which the charge first appeared.

55.3.5.2 Payment of the government charge card charges is not contingent upon receipt of a travel reimbursement. Any employee failing to comply with the payment terms is subject to suspension or cancellation of charge privileges.

55.3.5.3 GCC cardholders are encouraged to contact the bank directly at CONUS 1-800-472-1424 or OCONUS 1-757-441-4124 to discuss GCC payment options. [Note: Some payment options may include a service charge.]

55.3.6 Split disbursement. Split disbursement is highly encouraged and provides a quick, easy, no hassle payment option because the payments are made directly to the cardholder's account once the travel voucher has been approved for payment and processed. In order to select a split disbursement option, the cardholder must check block #1 on the travel voucher and enter the total amount charged on the GCC. DFAS will not make the split disbursement based on the voucher if the amount is not provided by the cardholder in block #1.

#### 55.3.7 Disputed charges.

55.3.7.1 It is the cardholder's responsibility to dispute charges on the billing statement that are not recognized. The cardholder must act promptly by calling the merchant and requesting clarification. If the disputed charge cannot be resolved with the merchant, the cardholder must complete and submit a dispute form to Bank of America via fax 1-888-678-6046.

55.3.7.2 Cardholders relinquish their right to recover a disputed amount if they do not dispute the charge in writing within 60 days from the date the erroneous charge first appeared on their billing statement. Once the cardholder sends the dispute form to the bank, delinquency of the disputed amount will be held in abeyance until the matter is resolved. It may take two billing cycles before the merchant has processed the credit.

55.3.7.3 Payment on all undisputed charges must be made on or before the billing date to prevent the account from becoming delinquent.

55.3.8 Agency/organization program coordinator (A/OPC). Each area and/or district has an employee appointed as A/OPC. The A/OPC is the primary liaison between the cardholder and the bank. The A/OPC will provide a copy of the mandatory Travel Card Training Course Booklet and application form to the potential cardholder. Once the training course material and application have been completed, the A/OPC will submit the form to the bank.

#### 55.3.9 Bank customer service/assistance

55.3.9.1 A toll-free customer service number is listed on the back of the GCC. The customer service staff at the bank has account history available electronically and can answer many questions about the use of the GCC.

55.3.9.2 If the GCC is declined at a point of sale while traveling, the employee should call

the bank's customer service office at 1-800-558-0548. If the refusal is due to an electronic block placed on the GCC, the A/OPC must be notified in order to resolve the situation.

**55.3.10**Change of address. It is the cardholder's responsibility to immediately notify the bank or their A/OPC of address changes. Banking regulations do not authorize forwarding of billing statements which often results in delinquencies and late payment fees. Cardholders should call the toll-free Customer Service number at 1-800-472-1424, or contact their A/OPC to submit a change of address electronically.

**55.3.11**Lost or stolen cards.

55.3.11.1 A lost or stolen GCC should be reported promptly to the bank (Customer service number: 1-800-558-0548), the A/OPC, and the appropriate supervisor. As much information as possible regarding the loss or theft should be reported to the bank representative.

55.3.11.2 Once the travel card is reported lost or stolen, the account will immediately be cancelled. The bank will mail a replacement travel card with a new account number to the employee within 7 to 10 business days. Any previous authorized activity, disputed and undisputed, will be transferred to the new account number.

55.3.11.3 The cardholder is only responsible for those valid charges made before the travel card was reported lost or stolen. The liability for a lost or stolen travel card shall not exceed the lesser of \$50 or the amount of money, property, labor, or services obtained prior to notification to the bank.

**55.3.12**RAT and PCS travel

55.3.12.1 The use of the GCC for renewal agreement travel (RAT) and permanent change of station (PCS) travel is strongly discouraged because of the dollar values and the time lag often involved in the cardholder's filing of a travel claim. RAT and PCS costs can quickly reach the card's limit (a DoD-mandated limit of \$5,000) and strain the cardholder's ability to pay in a timely manner. The often slow return of reimbursement to the cardholders from the government frequently leads to cardholder delinquencies.

55.3.12.2 The GCC is intended for the employee's individual use while on official travel and not for dependent travel and expenses. It is recommended that employees on PCS orders file their TQSE/TSQA vouchers bi-weekly in order to avoid embarrassment, late fees, and/or possible cancellation of GCC privileges.

## **55.4 Use of Premium-Class Flight Accommodations**

55.4.1 All travel must be in coach class unless a medical condition or mission timing requires premium class and upgrading has been approved in advance.

55.4.1.1 Rest stops. Normally travelers are not required to travel during unreasonable hours at night. If the traveler is required to travel during normal sleeping hours, or the scheduled flight time including stopovers and change of planes exceeds 14 hours, the traveler may be authorized business class, a rest stop en route, or a rest period at the TDY location before reporting for duty. Scheduled flight time is the time between the scheduled airline departure until the scheduled airline arrival. Rest stops should not exceed 24 hours. If the stopover is an overnight stay, business class travel is not authorized.

55.4.1.2 Disability or physical impairment. DoDEA employees with disabilities or physical impairments may request premium class accommodations. Request for consideration must

include a letter from a physician describing the medical justification for the need for upgraded accommodations. All requests must be forwarded to: DoDEA Office of Compliance and Assistance, 4040 North Fairfax Drive, Room 423, Arlington, VA 22203-1635, or by facsimile to 703-696-3480. Travel in premium class accommodations without prior approval may result in the traveler being liable for costs over and above coach class travel.

[Note: Specific questions regarding travel, including use of the GCC, should be referred to the appropriate district or area office for response.]

## **55.5 Gifts of Travel**

55.5.1 Under 31 U.S.C. 1353, a government employee is permitted to accept, while serving in his/her official capacity, gifts of travel (e.g., tickets, meals, registration fees) to attend meetings, conferences, seminars, symposia, and other similar functions sponsored by non-federal sources such as universities, businesses, and associations if the acceptance of the travel gift does not represent a conflict of interest with the employee's official duties.

55.5.2 The decision to accept a gift of travel, pursuant to 31 U.S.C. 1353, is made in writing by the DoDEA Director in coordination with the DoDEA office of general counsel, and is based on a determination that the travel is for the government's benefit and not for the benefit of the organization that is paying for it.

55.5.3 Before an employee or one of his/her subordinates accepts a gift of travel, it must be approved in writing by the DoDEA Director. The employee and/or the subordinate, if applicable, must contact the DoDEA office of general counsel at DoDEA headquarters in Arlington, Virginia, before the planned travel begins. The office of general counsel will make an assessment of whether or not the gift of travel can be accepted from a standards-of-conduct perspective. They will also process the paperwork necessary to allow the employee to accept the gift of travel, and will provide the traveler with a form that must be completed after his/her return documenting the expenses accepted. All gifts of travel over \$250 must be reported semi-annually to the Office of the Secretary of Defense General Counsel Standards of Conduct Office (SOCO).

## **55.6 Frequent Flyer Benefits.**

55.6.1 Employees are permitted to keep (for personal use) frequent flyer benefits received while performing official travel if, and only if, the benefits are available to the public under the same terms and conditions and they can be accepted at no additional charge to the government.

- Example: An employee who frequently travels officially and thus has accumulated frequent flyer miles may use these miles during trips taken on personal time.

## **55.7 Spousal Accompaniment on Official Travel**

55.7.1 Spouses may not accompany DoDEA employees on official travel at the government's expense unless there is an unquestionably official requirement in which the spouse must actively participate, or such travel is deemed in the national interest because of diplomatic or public relations benefits to the United States. All such travel requests must be coordinated with the DoDEA office of general counsel.

## **56 Home Schooling**

- References:
- (a) Section 926 of title 20, United States Code
  - (b) Section 353 of Public Law 107-107, “National Defense Authorization Act For Fiscal Year 2002,” December 28, 2001
  - (c) DoD Directive 1342.13, “Eligibility Requirements for Education of Minor Dependents in Overseas Areas,” July 8, 1982 as amended
  - (d) DoD Instruction 1342.26, “Eligibility Requirements for Education of Minor Dependents to attend Department of Defense Domestic Dependent Elementary and Secondary Schools,” March 4, 1997
  - (e) DoDEA Policy Memorandum, “Home Schooling,” November 6, 2002

### **56.1 DoDEA’s Position**

It is DoDEA policy neither to encourage nor discourage DoD sponsors from home schooling their minor dependents. DoDEA recognizes that home schooling is a parent/sponsor’s right and can be a legitimate alternative form of education.

### **56.2 Student Eligibility**

56.2.1 DoD dependent students eligible to attend a DoDEA school on a space-required basis in DoDDS and on a tuition-free basis in DDESS systems are eligible for home schooling.

56.2.2 Home schoolers using or receiving auxiliary services must meet the same eligibility requirements applicable to dependents enrolled in DoDEA schools who use or receive the same auxiliary services. These eligibility requirements may include, but are not limited to:

- age certification;
- maintaining scholastic eligibility;
- providing documentation of current immunizations, physical exam, and proof of insurance coverage; and
- signing a Standards of Conduct form and Internet access agreement.

### **56.3 Legal Requirements**

56.3.1 A host nation, state, commonwealth, or territory where a DoD sponsor is stationed may impose legal requirements on home schooling practices. DoD sponsors who wish to home school their dependents should communicate their desire to their commanders to determine if there are any command policies or other rules that must be met to ensure that home schooling practices meet host nation, state, commonwealth, or territory requirements. Parents/sponsors are responsible for complying with applicable local requirements.

56.3.2 State or athletic association requirements may supercede this policy at DDESS schools.

### **56.4 Auxiliary Services**

56.4.1 A DoD dependent who is educated in a home school setting but is eligible to enroll in a DoDEA school is permitted to use or receive auxiliary services of that school without being required to either enroll in or to register for a minimum number of courses offered by the school.

56.4.2 By statute, auxiliary services are defined as use of academic resources; access to the library of the school; after-hours use of school facilities; and participation in music, sports, and other extracurricular and interscholastic activities.

56.4.2.1 Academic resources includes textbooks, workbooks, library books, scheduled standardized tests, software, and internet access that is obtained through the media center/library of the school. These materials and services are provided to home schoolers on the same basis that such resources are made available to dependents enrolled in DoDEA schools.

56.4.2.2 After-hours use of school facilities by home schoolers is determined on the same basis as other dependents enrolled in that school. Home schoolers may use a specific school's facilities after the school day has ended.

56.4.2.3 Extracurricular activities vary from school to school. Activities may include drama, public speaking, Model United Nations, cheerleading, music, and Future Business Leaders of America.

56.4.2.4 Interscholastic activities are those activities that are conducted between two or more schools. Activities may be athletic or academic in nature (e.g., varsity football, science symposium, U.S. Model Senate.)

## **56.5 Student Conduct**

56.5.1 Home schoolers using or receiving auxiliary services must comply with the same standards of conduct applicable to dependents enrolled in DoDEA schools who use or receive the same auxiliary services.

## **57 Compliance and Assistance**

- References:
- (a) DoD Instruction 7050.7 Defense Hotline Procedures
  - (b) DoD Directive 7600.2 Audit Policies
  - (c) Executive Order 13160 Nondiscrimination on the Basis of Race, Sex, Color, National Origin, Disability, Religion, Age, Sexual Orientation, and Status as a Parent in Federally Conducted Education and Training Programs
  - (d) DoDEA Policy Memorandum 03-OCA- 001
  - (e) [www.odedodea.edu/oca](http://www.odedodea.edu/oca)

### **57.1 Hotline Program**

57.1.1 All DoDEA employees are encouraged to report fraud, waste, abuse, and mismanagement without fear of reprisals.

57.1.2 DoDEA managers will ensure that DoD Hotline posters are prominently displayed within the work area.

57.1.3 The office of compliance and assistance (OCA) serves as DoDEA's control point for all Department of Defense Inspector General (DoDIG) hotline referrals and for other administrative investigations. Hotline complaints are managed in accordance with Reference (a).

57.1.4 Complaints and sometimes requests for assistance are identified through the DoD Hotline program, military service IG referrals, direct referrals by individuals and other sources. The DoDIG routinely receives complaints through telephone calls, mail, or in person. Each complaint is assigned a referral tracking number and is reviewed for possible investigative or audit interest.

57.1.5 When OCA receives a complaint referral, the nature of the complaint is determined. It is then forwarded to the appropriate management official for review. Normally this will be a senior management official such as an area director.

57.1.6 The OCA staff works with program officials to assist in determining the optimum manner in which to obtain information or evidence and to report on the results of the inquiry. OCA provides recommendations for corrective actions and follow-up to ensure completion of agreed upon recommendations. It also performs the administrative processing, coordinating, and reporting for investigations, hotline/whistleblower complaints, and other inquiries. OCA maintains a tracking system for these complaints.

57.1.7 Every effort is made to ensure the confidentiality of complainants to the maximum extent possible.

57.1.8 Routine complaints of a minor nature may be coordinated directly between a school and local military inspector general.

### **57.2 Audits**

57.2.1 OCA serves as the liaison and coordinator of DoDEA's audit activities with the General Accounting Office (GAO), DoDIG, and other external audit-related groups. Audit activities should be coordinated with the area directors in order to minimize any impact on educational activities.

[Note: Basic audit policies are outlined in Reference (b).]

57.2.2 OCA participates with DoDEA's managers in the development of responses to GAO and DoDIG audit recommendations to ensure that responses and commitments conform to current DoDEA policies and positions. OCA tracks the status of all audit recommendations until they are concluded; prepares periodic status reports (sources of recommendations, number of recommendations made, number concluded, etc.); and analyzes the programs intended actions in relation to previously agreed-upon management commitments.

### **57.3 Discrimination**

57.3.1 Executive Order (E.O.) 13160E [Reference (c)] prohibits discrimination on the basis of race, sex, color, national origin, disability, religion, age, sexual orientation, and status as a parent in federally-conducted education and training programs. The E.O. provides for filing complaints by any individual who believes he/she has been discriminated against in violation of the nondiscrimination provisions of the E.O. To this effect, DoDEA is obligated to investigate complaints that allege a violation of the E.O. DoDEA's implementation of E.O. 13160 is contained in Reference (d).

57.3.2 Most complaints filed under E.O.13160 are parental complaints.

57.3.3 OCA will make every attempt to encourage resolution of complaints at the lowest possible level. Unlike Hotline complaints, complaints under E.O. 13160 cannot be filed anonymously.

[Note: Additional information on the above programs can be found on the DoDEA Website, Reference (e).]



## **58 File/Data Management**

- References: (a) DS Regulation 1100.2, "Records Management System," January 19, 1989  
(b) DoD Administrative Instruction 15, "Administrative Procedures and Records Disposition Schedules," August 11, 1994

### **58.1 Records (File) Management**

58.1.1 A uniform system of records (file) management is described in DSR 1100.2 and DoD Administrative Instruction 15.

58.1.2 General office administration and retirement of student records

58.1.2.1 Retention and disposition schedules are listed in Reference (b).

58.1.2.2 It is DoDEA policy to transfer any permanent historical files to a Federal Records Center so that they may be incorporated into the permanent archives of the U.S. government.

58.1.3 Responsibilities of principals

58.1.3.1 All official records (file) systems maintained at a school must be managed with a file plan per regulatory guidance with a file name, cut-off, and disposition for each system of records (files).

58.1.3.2 Records (file) maintenance should be conducted annually and appropriate actions taken for the disposition of all files per annual file plan.

58.1.4 Student records (files)

58.1.4.1 Student records (files) must be maintained according to regulatory guidance.

58.1.4.1.1 Disposition instructions vary for education, health, special education, and other records.

58.1.4.1.2 Disposition instructions also vary by type of school.

58.1.4.1.3 Lists of students who attended a school must be maintained for as extended period per regulatory guidance.

58.1.4.2 Secondary student transcripts are maintain by an archival service.

58.1.4.2.1 Students and their parents/sponsors should be informed of this disposition information so that they are able to obtain official copies of transcripts in the future.

58.1.4.2.2 Information regarding student transcripts can be found on the DoDEA Website ([www.odedodea.edu](http://www.odedodea.edu)).

### **58.2 School Data Management**

- Reference (a) DoDEA Policy Memorandum, "School Level Data Base Management Requirements," April 28, 2003

58.2.1 DoDEA student data management policy

58.2.1.1 DoDEA schools will maintain all information pertinent to students using a data base system common throughout DoDEA.

58.2.1.1.1 The information maintained will include registration, scheduling, attendance, grade reporting, discipline, health, special education, and special support services data.

58.2.1.1.2 All DoDEA schools have been provided with the required hardware and software to accomplish the requirements of this policy.

58.2.1.1.3 School administrators should have a working knowledge of the student data management system.

58.2.1.1.4 School administrators should request and schedule training for the personnel responsible for student data management and the administrative team as needed.

58.2.1.2 The accuracy of the student data at a school is the responsibility of the school administrators.

## 58.2.2 Data extractions

58.2.2.1 Data extractions will be made periodically from data in the local school student data base.

58.2.2.1.1 A schedule of data extractions will be provided to school administrators annually.

58.2.2.1.1.1 At a minimum, enrollment data will be extracted on the last school day of each month.

58.2.2.1.1.2 Transportation officials may also require extractions on a monthly basis.

58.2.2.1.1.3 Data extractions will be completed at least once each semester by district, area, and DoDEA headquarters offices.

58.2.2.2 Administrators must assure that extractions are completed on time.

## 58.3 **Enrollment Reporting**

References: (a) DoD Directive 1342.20, "Department of Defense Education Activity (DoDEA)", October 13, 1992

58.3.1 DoDEA's mission is to provide an effective and efficient educational program to eligible dependents of DoD military and civilian personnel. Enrollment is the major basis for DoDEA's resource allocation from Congress. DoDEA is authorized to request resources to support space-required tuition-free and space-required tuition-paying (Category 1) and space-available tuition-paying (federally-connected) (Category 2) students only. Other dependents may be enrolled on a space-available basis (Category 3 and Category 4) in DoDDS if space is available. However, these students may not be included in requests for staffing, supplies, equipment, and facilities.

## 58.3.2 Monthly enrollment reporting

58.3.2.1 WinSchool is the official source for enrollment reporting.

58.3.2.2 With the exception of December and June, WinSchool enrollment data is transmitted electronically to DoDEA on the last class day of each month that school is in session.

### 58.3.3 Enrollment forecasts

58.3.3.1 Each area may require schools to submit an enrollment forecast through the district superintendent by September 30 of each year. The area directors are responsible for submitting enrollment forecasts by school and by grade to DoDEA no later than November 1 of each year.

58.3.3.2 This enrollment forecast, which has been developed from the district submissions and validated by local military commanders, becomes the staffing basis for the following school year (e.g., the November enrollment forecast will become the staffing basis for the school year beginning in August).

58.3.3.3 Enrollment data for special programs such as ESL (by level), JROTC, and professional technical studies is collected out of WinSchool as of the last class day of October. This enrollment will become the staffing basis for the following school year, (e.g., the October special programs enrollment will become the staffing basis for the school year beginning in August).

### 58.3.4 Staffing impact

58.3.4.1 Although DoDEA allocates staffing based upon enrollment projections, there may be occasions when the enrollment exceeds or does not meet projected levels. Staffing levels may be adjusted at the area and/or district throughout the year as enrollments increase or decrease.

58.3.4.2 Changes in enrollment may be reflected in the subsequent enrollment projection and staffing allocated by DoDEA and adjusted accordingly.

## **59 OMB Circular A-76 / Commercial Activities Program**

- References: (a) OMB Circular A-76, Performance of Commercial Activities, Dated 29 May 2003  
(b) Draft DoD Instruction 4100.15 dated March 26, 2001  
(c) Draft DoD Instruction 4100.33 dated March 26, 2001

### **59.1 Overview**

59.1.1 OMB Circular A-76 provides guidance for competing workload currently being performed by government employees with private industry. Two documents are created in this process:

59.1.1.1 the Performance Work Statement (PWS), which states all requirements, the quality and timeliness standards for performance, and the current or historical workload; and

59.1.1.2 the Agency Tender (AT), which is the government's bid on the work specified in the POWs.

59.1.1.2.1 The AT includes (1) the most efficient organization (MEO); (2) a certified agency cost estimate developed in accordance with Attachment C of OMB Circular A-76, dated 29 May 2003; (3) an MEO quality control plan; (4) an MEO phase-in plan; and (5) copies of any existing, awarded MEO subcontracts. The AT official provides the certified AT in a sealed package to the contracting officer by the solicitation closing date.

### **59.2 Competition Officials**

59.2.1 Competition officials are appointed to the following positions:

59.2.1.1 AT official (ATO)—an inherently governmental position that represents the government's bid in the cost comparison.

59.2.1.2 Contracting officer (CO)—an inherently governmental position that ensures compliance with the FAR and the OMB Circular A-76, dated 29 May 2003.

59.2.1.3 PWS team leader—an inherently governmental position that oversees the development of the PWS and quality assurance surveillance plan and assists in implementing the performance decision.

59.2.1.4 Human resource advisor (HRA)—an inherently governmental position that serves as the agency's human resource expert and participates on the MEO team.

59.2.1.5 Source selection authority (SSA)—an inherently governmental position that is appointed in accordance with FAR Part 15.303.

### **59.3 Phases of an A-76 Study**

59.3.1 Preliminary planning phase. Determine scope and grouping of positions, baseline costs, availability of workload data, and type of competition (Standard or Streamlined).

59.3.2 PWS. Determine requirements, performance standards, historical workload, and existing contracts in the function under study.

59.3.3 AT. Develop the government's bid in accordance with the solicitation.

## 59.4 Appeal Process

## **60 Equal Employment Opportunity**

- References:
- (a) DS Regulation 5713.9, Department of Defense Dependents Schools (DS) Regulation, “Equal Employment Opportunity (EEO) Program,” September 1992.
  - (b) Title 29, Code of Federal Regulations, Part 1614, “Federal Sector EEO,” as amended, November 9, 1999
  - (c) Equal Employment Opportunity Commission (EEOC) Management Directive (MD) 110, “Federal Sector Complaints Processing Manual,” as amended, November 9, 1999
  - (d) <http://www.odedodea.edu/eoo/>

### **60.1 DoDEA’s EEO Program**

60.1.1 The mission of the EEO program is to provide technical and professional advice to DoDEA’s world-wide workforce in accordance with Title VII and all applicable EEO regulatory guidelines which safeguard the workplace from discrimination based on sex, race, color, national origin, age, disability, religion, and reprisal. The EEO Office is committed to promoting a professional environment that values diversity, fosters mutual respect among employees, and is discrimination and harassment-free.

60.1.2 The DoDEA EEO program consists of (1) discrimination complaint procedures for filing, processing, investigating, and alternative dispute resolution; and (2) developing, implementing and evaluating the affirmative action program for minorities and women/persons with disabilities, and special emphasis programs to ensure that DoDEA’s workforce is reflective of the nation’s diversity.

### **60.2 Responsibilities**

60.2.1 Allegations of sexual harassment must be handled promptly and investigated in accordance with EEOC guidelines and DoDEA policy (i.e., within 48 hours of disclosure). Nothing is “off the record”.

60.2.1.1 Administrators, managers, and supervisors must contact the EEO office upon receipt of allegations of sexual harassment.

60.2.1.2 Administrators, managers, and supervisors must immediately report up the chain of command and advise of allegations of sexual harassment.

60.2.2 Requests for reasonable accommodations must be handled promptly and in accordance with EEOC regulatory guidelines and DoDEA reasonable accommodations established procedures.

60.2.2.1 Administrators, managers, and supervisors must enter into the interactive process with the employee and, if necessary, request medical information to make a proper determination.

60.2.3 Administrators, managers, and supervisors should not try to determine whether or not an employee who requests reasonable accommodations has any legal entitlement to such accommodations. Rather, they should determine whether such accommodation is possible.

60.2.3.1 This does not necessarily mean that the accommodation requested must be granted. If the accommodation requested is not feasible, the decision-maker should try to identify alternative accommodation strategies. In some cases the requested accommodation may not be

suitable. In all cases, the decision- maker will coordinate accommodation activities with the EEO office and other relative components to include his/her chain of command.

### **60.3 Supporting the DoDEA EEO Program**

60.3.1 DoDEA administrators, managers, and supervisors should:

60.3.1.1 Recognize equal opportunity programs, including affirmative action programs, as essential elements that support the DoDEA mission. Equal employment opportunity is the objective of affirmative action programs.

60.3.1.2 Ensure that EEO program activities for minorities, women, and people with disabilities are integrated fully into their areas of responsibility.

60.3.1.3 Prohibit discrimination practices based on race, color, religion, sex, national origin, mental or physical disability, age, or reprisal.

60.3.1.4 Eliminate barriers and practices that impede equal employment opportunity for all employees and applicants for employment, including harassment/ sexual harassment-free work environment and other barriers, environmental or otherwise, affecting people with disabilities.

60.3.1.5 Ensure that all EEO policies are disseminated to their employees and that they are understood and implemented at all levels within their components. Ensure that policy statements, discrimination complaint procedures, and other program information are posted on bulletin boards at the work site.

60.3.1.6 Ensure that the workforce will be provided training on EEO principles, prevention of sexual harassment, and disabilities issues on a regular basis.

60.3.1.7 Ensure that their components comply with EEOC, Office of Personnel Management (OPM), Office of the Secretary of Defense (OSD), and DoDEA regulatory guidelines and initiatives so that minorities, women, and people with disabilities receive full and fair consideration for employment in all grade levels and occupations.

### **60.4 Handling Complaints and Other EEO Issues**

60.4.1 Administrators, managers, and supervisors should cooperate fully when called upon by EEO counselors, EEO investigators, and the DoDEA EEO office in the resolution/processing of discrimination complaints. They support and participate in alternative dispute resolution techniques such as mediation during the informal/formal stages of complaints processing.

60.4.2 Administrators, managers, and supervisors should ensure that subordinates called upon by counselors, investigators, the DoDEA EEO Office, cognizant DoDEA managers, and other appropriate personnel cooperate fully in the EEO process.

60.4.3 Administrators, managers, and supervisors should take a proactive approach to EEO issues by utilizing the EEO office as a resource and by contacting the DoDEA EEO office representative for their area for:

60.4.3.1 assistance regarding affirmative action or special emphasis programs; and

60.4.3.2 assistance in dealing with potential discrimination complaints, informal/formal complaints, alternative dispute resolution, sexual harassment allegations, and associated EEO issues.

60.4.4 Settlement agreements must be coordinated with the EEO office, general counsel, relative components, and chain of command prior to execution.

**60.5 Performance Management**

60.5.1 EEO should be included as a critical element in the performance plan and appraisal of all administrators, supervisors, managers, and other personnel with supervisory responsibilities.



## Appendix

### **Sample Letter for Lab Classes.**

The following letter can be used for parents and students for enrollment in a Lab class. The letter should be personalized for each school and class. Use of such a letter allows the school to keep a record of students who decline to enroll in Lab classes.

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

Date: \_\_\_\_\_

To the Parent/Sponsor of \_\_\_\_\_:

(School Name) will be providing a Lab class in (Lab class subject) this school year. Research has shown that Lab classes are an extremely effective way to enhance student achievement. The Lab class is in addition to the regular classroom instruction and will allow your son/daughter the extra time and help needed to succeed in (subject). Lab classes will be scheduled within the existing school day, and students will receive elective credit for the class.

(School name) is committed to helping all students achieve. Students are enrolled in Lab classes based on a review of their Terra Nova standardized test scores and their past academic performance in (subject). Please discuss the important benefits of taking this Lab class with your son/daughter.

DoDEA's vision is "Communities investing in success for *all* students." We believe that Lab classes help to ensure this vision. If you would like more information on this Lab class, please call our counselor, (counselor's name) at (phone number). Also, please complete the information below and return it to the counselor's office by (date).

#### **Principal's Signature Block**

-----  
\_\_\_\_\_ Please enroll \_\_\_\_\_ in the (subject) Lab class.

\_\_\_\_\_ I do not want \_\_\_\_\_ enrolled in the (subject) Lab class. I will provide you with feedback explaining my/our decision.

\_\_\_\_\_  
Signature of Parent/Sponsor

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## **Sample Trip Forms**

### **Request for Approval of School Sponsored Trips and Excursions**

- 1 School Name: \_\_\_\_\_
- 2 Name of Faculty Sponsor: \_\_\_\_\_
- 3 Number of Students: \_\_\_\_\_ Classes/Groups Participating: \_\_\_\_\_
- 4 Estimated Departure—Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_
- 5 Itinerary: \_\_\_\_\_
- 6 Estimated Return: - Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_
- 7 Names/Titles of Additional Chaperones: \_\_\_\_\_
- 8 Student to Adult Ratio: \_\_\_\_\_ students to \_\_\_\_\_ adult.
- 9 Estimated Cost per Student: Entrance Fees \_\_\_\_\_, Food \_\_\_\_\_, Lodging \_\_\_\_\_,  
Other \_\_\_\_\_ Total \_\_\_\_\_.
- 10 Approximate DoDDS-paid Transportation Costs: \_\_\_\_\_
- 11 Trip Objectives: \_\_\_\_\_
- 12 Substitutes Required (how many, for how many days; provide dates): \_\_\_\_\_

-----  
I am applying to take students on the study trip as detailed above. I understand that I have the primary responsibility for assuring that the study trip is safely and effectively conducted.

Date: \_\_\_\_\_ Faculty Sponsor's Signature: \_\_\_\_\_

-----  
The planned study trip is \_\_\_\_\_ APPROVED \_\_\_\_\_ DISAPPROVED

Date: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

-----  
[For overnight study trips, sign below and forward to superintendent.]

Principal's Endorsement: I have reviewed this study trip request and recommend its approval. It is a well-planned and desirable activity.

Date: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_

-----  
Superintendent's Decision: I have reviewed this study trip request and it is

\_\_\_Approved \_\_\_Disapproved \_\_\_Approved with the following conditions: \_\_\_\_\_

\_\_\_\_\_  
Date: \_\_\_\_\_ Superintendent Signature: \_\_\_\_\_

**Parent/Sponsor Permission for a Study Trip**

(School name) is planning a study trip that will involve students in activities away from the school premises. This trip complements our curriculum and is based on instructional objectives. The trip has been carefully planned and will be made under the supervision of a school staff member. Your son/daughter is invited to participate. Information about the trip is provided below.

---

---

Description of Study Trip: \_\_\_\_\_

Date(s) of Trip: \_\_\_\_\_

Educational Purpose of Trip: \_\_\_\_\_

Itinerary: \_\_\_\_\_

Mode of Transportation: \_\_\_\_\_

Estimated Departure Time: \_\_\_\_\_

Estimated Return Time: \_\_\_\_\_

Sack Lunch Required: \_\_\_\_\_ Yes \_\_\_\_\_ No

Expenses Needed: \_\_\_\_\_

Other Information: \_\_\_\_\_

-----

**Parent/Sponsor - Please complete this form, sign it, and return it promptly.**

Parent/Sponsor Name: \_\_\_\_\_

Work Unit: \_\_\_\_\_

\_\_\_\_\_ I give permission for my child (full name of student) \_\_\_\_\_ to take part in the study trip described above.

\_\_\_\_\_ I do not wish my child (full name of student) \_\_\_\_\_ to take part in the study trip described above.

Date: \_\_\_\_\_ Parent/Sponsor Signature: \_\_\_\_\_

Home Address: \_\_\_\_\_

Duty Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Name of Emergency Contact: \_\_\_\_\_ Phone: \_\_\_\_\_

-----

**Local Commander's Security Clearance:** I have reviewed this study trip request and it is  
\_\_\_\_\_ Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Approved with the following conditions:

\_\_\_\_\_  
Date: \_\_\_\_\_ Local Commander's Signature: \_\_\_\_\_

## **Sample End-of-Year/Beginning-of-Year Checklist**

<b>Appointment Letters and Delegation of Authority</b>	<b>Completed ✓</b>
Key control appointment	
Key custodian appointment	
Safety officer appointment	
Tuition collection CCV appointment	
IMPAC ordering appointment/authorization	
IMPAC approving appointment/authorization	
Telephone control appointment	
Fire warden appointment	
Official/accountable mail appointment	
Building coordinator with CE/facilities engineer	
Discipline Committee appointments	
Disciplinary Committee gratuitous service agreements received	
NCA responsibilities determined (profile, NCA annual report)	
Delegation of authority cards/official mail/SSSC	
Fire/safety calendar, POC, notebook	
Schedule 2 safety inspections per school year POC: _____	
Schedule 2 bio-environmental inspections POC: _____	
<b>Performance Appraisals/Extra-Duty Positions</b>	<b>Completed ✓</b>
Exceptional performance appraisals finished and submitted to DSO for approval	
Performance appraisals finished and given to employees by June 1	
Performance awards spreadsheet/master list completed	
Letter for FRS: appraisals and awards	
Letters completed for persons receiving awards	
All performance appraisals sent to DSO; school copies placed in OPF	
Prepare new performance appraisals for each employee	
Verify each performance appraisal has been signed and administrator has copy	
Observations letter and rubrics communicated to teachers	
Establish hours for support staff, aides, lunch monitors	
Post announcement for EDC positions by June 1	
Establish EDP positions, review contracts, make changes to hours/descriptions as needed	
EDP contracts signed and EDC list posted after checking budget allocation	
EDC copy sent to DSO budget officer	
<b>Committees and Leadership</b>	<b>Completed ✓</b>

SAC	
CSC	
PTA	
SILT committees	
Team leaders / grade level chairpersons	
NCA/SILT chairperson	
CFC Chairperson	
Education Day representatives	
FRS/FR	
Discipline Committee (See Delegation of Authority)	
Meet military leadership; get phone numbers and support	
Meet school liaison officer, SAC chairperson, School Board representative, PTA president	
Contact the military support units and establish POCs	
<b>Training, Required Briefings, and Labor Relations</b>	<b>Completed ✓</b>
Anti-terrorism training – required base/military and DoDDS-required video	
Emergency evacuation – fire, bomb, lockdown	
SPED procedures	
Child abuse briefing – nurses, DoDDS CD-ROM, school reporting procedures	
Discipline referrals procedure briefing	
Fire warden/fire extinguisher training (within the first two months)	
Leave procedures for teachers and staff	
Field trip procedures and requirements	
EEO, sexual harassment prevention training/announcement	
Acknowledgement of FEA's exclusive recognition and the FRS (Art. 2, Sec. 2B)	
Post duties of each administrator; inform FRS of same (Art. 2, Sec. 2C)	
Provide FRS with roster of all bargaining unit members (by 2 <sup>nd</sup> week) (Article 4, Section 1A)	
Inform employees which administrator is their supervisor (Art. 14, Sec. 2C)	
Provide copies of negotiated agreement to new employees (Art. 52)	
Provide parking space for FRS on par with school supervisor (Art. 16, Sec. 4)	
Provide FEA with bulletin board space (Art. 16, Sec. 5)	
Post notices of employee rights, EEO, prohibited personnel practices, Weingarten rights, code of ethics and standards of conduct, Employee Assistance Program, and worker's comp/injury-on-job (Art. 17, 39, 41)	
Excused absences – No APL in first and last weeks unless beneficial to the government (Art. 21, Sec. 5, Art. 22, Sec. 3B)	
<b>Supply</b>	<b>Completed ✓</b>

Fire extinguishers / exchanged / compliant by September 15	
Issue hand receipts to all teachers for accountable items	
Verify receipt of all hand receipts from teachers by September 15	
Check for IMPAC accounting and statements from the summer	
Identify orders from previous school year that have not arrived; verify follow-up by September 15	
Move all PDO items out of classrooms and hallways	
Ensure ample supply of items needed by teachers are on hand by August 20	
Ensure necessary textbooks and furniture are in each classroom by first day of school	
Status of facilities – painting, traffic/parking, renovations, computers	
<b>Guidance Procedures and Forms</b>	<b>Completed ✓</b>
Procedures and passes for late bus / late admission / hall / nurse / main office / lunch count	
Ample supply of registration forms on hand	
SOP on early withdrawal/PCS available to be given to parents when presented with orders	
Attendance procedures clarified and teachers trained	
SOP for student names in bulleting for entering/withdrawal	
Set dates for progress reports, report cards, mailings; enter on master calendar	
All registration forms completed and signed NLT September 15	
Updated binders of student contact numbers in main office/with administrators	
<b>Main Office Procedures</b>	<b>Completed ✓</b>
Master calendar	
Emergency contact roster/phone tree completed	
Update emergency evacuation procedures with maps for each staff member	
Establish procedural binder for each support job (main office)	
Update discipline binder with referral forms, parent contact forms, etc.	
Update faculty handbook	
Update parent handbooks	
Update substitute, volunteer, field trip, and lunch monitor handbooks	
Update substitute list, log, binder	
Training session for substitutes in August/September and January	
Update facility usage book	
Key control accountability for all keys issued (EOY)	
Update visitor, student, and volunteer sign-in/sign-out binders (badges updated/available)	
Update bus routes/riders roster/binder	

Nametags for teachers completed	
Door signs for teachers with name/room and number/grade level completed	
Update building maps	
Security signs for all doors	
Verify teaching certificates are current or transcripts have been received for new employees	
Establish kindergarten opening schedule	
Establish Open House dates	
Set dates for parent conferences	
Complete administrator, secretary, and supply responsibilities	
Set dates for hearing/vision screenings	
Establish CSC meeting days	
Establish, brief, and publish first day procedures	
Set inservice dates	
Complete early return 52s	
Complete summer workshop 52s	
Complete yearly master calendar	
Establish mail routing procedures	
Establish office staff hours and year-long leave plan	
Prepare birthday roster	
Assign buddy teachers for all new employees	
Classroom instruction schedules for all teachers collected in office binder	
Update personnel locator information	
Submit SIP EOY report to DSO	
Complete specialists schedule	
Complete lunch/recess schedule and supervision/duty roster and locations	
Cafeteria/recess rules completed and out to teachers for instruction	
Enrollment Report – figure PTR; adjust personnel assignments	
Waivers – Exceptions to Feeder Plan, i.e., who and how many	
Mailboxes for teachers/staff updated	

## INDEX

### A

A-76, 186  
Absence, 11, 54, 55, 79, 80, 109, 173  
Academic Salary Lane (ASL), 85, 86  
Accidents, 97, 128, 129, 168  
Accreditation, 24, 37, 63, 64, 115  
ACT college entrance exams, 4  
Advanced Placement, 1, 4, 7  
Advisory Council on Dependents' Education (ACDE), 73  
Affirmative action, 188, 189  
Aides, 36, 37, 78, 148, 168, 174  
Alcohol, 21, 58, 60, 97  
Alternate assessment, 4  
Antilles Consolidated Education Association, 85, 96, 110  
Antiterrorism, 127, 130, 131  
Applicants, 92, 100, 105, 106, 107, 128, 189  
Area Advisory Council (AAC), 73  
Assessment Instruments, 2, 3  
Athletics, 50  
Attendance, student, 54  
Audits, 181  
Authorized/ordered departures, 125  
Auxiliary services, use of, 179, 180

### B

Baccalaureate services, 49  
Benefits, 21, 39, 50, 80, 97, 128, 148, 171, 178  
Blood-borne pathogens, 148, 149  
Bomb threats, 124, 127, 129, 130  
Budget, 72, 169, 170, 171  
Bullying, 59  
Business cards, 143

### C

CA-1, 97, 98, 99, 128  
CA-16, 98  
CA-2, 98  
Calendars, school, 86, 90, 99, 115, 138, 148, 175  
Cardiopulmonary resuscitation (CPR), 149, 168  
Carnegie units, 23, 27, 33  
Cell phones and pagers, 58  
Ceremonies, 49, 112  
Certification, educator, 16, 92, 102, 103  
Challenged materials, 21  
Child abuse and neglect, 70  
Claims, 67, 97, 98, 99, 128, 147, 175, 177  
Class ranking, 7, 12, 24, 27  
Closure of schools, 125, 129, 130, 166  
Co-curricular activities, 44, 162, 164, 167  
Collective bargaining agreement, 82, 89, 110  
Command security checks, 128  
Commencement, 49  
Communicable diseases, 46, 68, 69

Communications, 19, 21, 76, 139, 142, 143  
Community Strategic Plan (CSP), 14, 15, 17, 29, 47, 63  
Commuting, 42, 120, 123, 159, 161, 162, 164, 165, 166, 167, 175  
Compensation, 81, 82, 83, 84, 97, 98, 99, 128, 140, 173  
Compensatory education, 9  
Competency Based Counseling Program (CBCP), 47  
Competition officials, 186  
Complaints, 60, 181, 182, 188, 189  
Compliance and assistance, 181  
Component Commander Advisory Council (CCAC), 73  
Conduct, student, 21, 36, 41, 43, 44, 58, 158, 168  
Confidentiality, 60, 145, 146, 181  
Contests, 21, 22  
Continuation of pay (COP), 99  
Contracting officer, 134, 135, 151, 162, 186  
Copyright, 136, 137, 138, 139  
Corporal punishment, 60  
Correspondence courses, 18  
Counseling, 21, 46, 47, 60, 89  
Curriculum Development Assessment Adoption Cycle, 17  
Curriculum standards, 17  
Custodial services, 151, 153

### D

Daily schedules, 17, 54  
Data management, 183, 184  
Defense Property Accountability System, 155, 156  
Dependents Education Council (DEC), 73  
Diplomas, 25, 26, 27, 49  
Disasters, 131  
Discipline, 59, 60, 62, 89, 164, 184  
Discrimination, 50, 182, 188, 189  
Distance learning, 4, 18, 19  
District Advisory Council (DAC), 72  
DoD Domestic Advisory Panel (DAP), 73  
Dormitory, 118, 122  
Due process, 30, 60, 89

### E

E.O. 13160, 182  
eClass grades, 124  
Educator Career Program (ECP), 105  
Electronic mail (e-mail), 77, 86, 129, 141, 142, 143  
Eligibility for DDESS, 116  
Eligibility for DoDDS, 118  
Eligibility for kindergarten and first grade, 120  
E-mail, 77, 86, 129, 141, 142, 143  
Employee Application System (EAS), 92, 100  
Employee discipline, 89  
Employee rights, 110  
Endorsement areas, 103  
English as a second language (ESL), 9, 32, 78, 185  
Enrollment eligibility categories, 118  
Enrollment reporting, 184



Equal Employment Opportunity (EEO), 188, 189, 190  
Equal Employment Opportunity Commission (EEOC), 188, 189  
E-school, 18, 19  
Establishment and disestablishment of schools, 125  
Ethics, 2, 136, 139, 140  
Evacuation, 124, 125, 127, 129, 130, 131  
Exceptional Family Member Program (EFMP), 31  
Excused absences, 54, 55  
Exemptions--medical, documented, and religious, 67  
Extracurricular activities, 172, 180  
Extracurricular programs, 50, 52

## F

Facilities, use of school, 114, 153, 180  
Family Advocacy Program (FAP), 70, 71  
Family and Medical Leave Act (FMLA), 79, 80  
Family Education Rights and Privacy Act (FERPA), 145, 146  
Federal Education Association (FEA), 85, 96, 110  
Federal Education Association/Stateside Region, 85, 96, 110  
Federal Employee's Compensation Act (FECA), 97, 98  
Feeder Plan, 122, 123, 160  
Fire exit drills, 128  
Flag of the United States, 59, 112, 113  
Foreign national students, 128  
Freedom of Information Act (FOIA), 143, 144, 145, 146  
Freedom of religion, 21, 59  
Frequent Flyer benefits, 178  
Fund Authorization Document, 169  
Fund Council, 172, 173  
Fund raising, 141

## G

Gifted education, 28, 33  
Gifts, 29, 139, 140, 141, 172, 173, 178  
Government Charge Card (GCC), 175, 176, 177, 178  
Government resources, use of, 141, 142, 143  
Grade level classification, 25  
Grade point average (GPA), 7, 8, 11, 12, 23, 24, 25, 26, 27  
Grades, appealing, 9  
Grades, final, 6, 8, 23, 56  
Grades, weighted, 7, 8, 23  
Graduation ceremonies, 49  
Grievances, 110  
GS employees, 87

## H

Harassment, 59  
Hazardous Material Programs, 153  
Health services, 46, 66  
Hepatitis B Virus (HBV), 148  
Hiring procedures, 92, 100, 102  
Holiday cards, 143  
Home schooling, 12, 118, 119, 179  
Homebound/hospital instruction, 34, 35  
Homework, 6, 8, 10, 20  
Honor and service organizations, 53  
Honors program, 7, 8, 12, 27  
Host Nation--DoDDS, 33  
Hotline program, 181, 182  
Human Immunodeficiency Virus (HIV), 148

## I

Immunization, 46, 66, 67, 68, 179  
Individualized Education Program (IEP), 8, 9, 27, 29, 161, 162, 163  
Individuals with Disabilities Education Act (IDEA), 2, 29, 32, 145, 146  
Information Center, 37  
Information technology, 77, 150  
Injuries, work-related, 34, 97, 98, 99, 128, 147, 168  
In-service, 14, 166  
Installation Advisory Committee (IAC), 73  
Installation Family Advocacy Case Management Team, 71  
Instruction, special programs, 185  
Instructional time, 17, 34, 36  
Insurance, professional liability, 147  
Interim facilities, 153  
International baccalaureate, 7  
Internet, 59, 142, 143, 179, 180  
Interscholastic athletic program (IAP), 50, 51  
Interservice Support Agreement (ISA), 151  
Intra-management communication, 77

## J

Joint Travel Regulations (JTR), 95, 175  
Junior Reserve Officers' Training Corps (JROTC), 28, 35, 36, 165, 185

## K

Key and lock control, 129  
Kindergarten, 11, 28, 68, 78, 120, 121, 167, 171

## L

Labor relations, 110, 111  
Laser pointers, 61  
Leave administration, 79  
Leave without pay (LWOP), 79, 80  
Lesson plans, 18  
Liability, 42, 147, 148, 156, 160, 161, 177  
Licensure, educator, 14, 102  
Local area travel, 175  
Local hires, 100  
Lockdown, 131, 132  
Lunch, 17, 28, 36, 142, 157, 158

## M

Mail, 76, 77, 150, 157, 177, 181  
Management employee relations (MER), 79, 111  
Master Labor Agreement (MLA), 34, 115  
Meal programs, 157, 158  
Media, 39, 76, 117, 138, 163, 180  
Medically related services, 28, 31, 118  
Memberships, external, 140  
Memoranda of Understanding, 111  
Mental health, 47  
Military construction (MILCON), 152, 169, 174

## N

Naming of schools, 125

National Advisory Panel (NAP), 73  
National Assessment of Educational Progress (NAEP), 4  
Noncombatant Evacuation Order (NEO), 125  
Non-DoD schools, 122, 123, 162  
Nurse, 46, 66, 67, 68, 148

## O

Office of Workers' Compensation Program (OWCP), 98, 99  
Overseas Education Association, 85, 96, 110  
Overseas Federation of Teachers, 85, 96, 110

## P

Parent conferences, 11, 13  
Part-time attendance., 56  
Performance appraisals, 87  
Performance Work Statement (PWS), 135, 186  
Permanent changes to schools., 125  
Personal property, 155, 156, 173  
Personal services contracts, 135  
Physical security, 127, 154  
Placement, student, 6, 9, 120  
Pledge of Allegiance, 49, 59, 112, 113  
Postgraduate students, 25  
Privacy Act, 139, 144, 145, 146, 147  
Probationary or trial period, 88, 89, 90, 91  
Procurement, 134, 135, 140, 169, 174  
Professional development, 14, 15, 142  
Professional Growth Plan (PGP), 88  
Professional level, 88  
Professional liability insurance, 42, 147, 148  
Professional organizations, 14, 15  
Program Objective Memorandum (POM), 169  
Promotion, 9, 58, 105, 106  
Provisional level, 88  
PSAT college entrance exam, 1, 4, 25  
Psychological services, 47, 48  
Publications, student, 53  
Purchase card, 134

## R

Reassignment, 105, 116  
Receiving report, 135, 156  
Recertification, 15, 16, 102, 103  
Recognition and awards, 10  
Reconfiguration of schools, 125  
Records management, 54, 145, 183  
Records, student, 145, 146, 183  
Red Cross, 117  
Rehabilitation Act, 31  
Religious expression and activity, 114  
Renewal Agreement Travel (RAT), 95, 177  
Report cards, 11, 12, 124  
Research projects, 7, 17, 19, 38, 59, 78, 136  
Resource personnel, 78  
Retention, 9, 14, 183  
Rotation of personnel, 94, 156

## S

Safety aides/attendants, 167  
Safety inspections of schools, 154

Safety, school bus, 62, 128, 161, 167, 168  
Salary, 84, 85, 96, 106, 166  
Salute to the American flag, 59  
SAT college entrance exam, 4  
School Advisory Committee (SAC), 72, 73, 170  
School Boards, 72, 73, 74  
School Improvement Plan (SIP), 14, 63, 65  
School officer, 75, 130  
Search and seizure, 61  
Section 504, 31, 32  
Security attendants, 159, 162, 168  
Security inspection, 127  
Security, physical, 127, 154  
Serious Incident Report (SIR), 129  
Sexual harassment, 59, 60, 188, 189  
Six Year Plan, 19  
Space-available, 23, 24, 25, 36, 118, 119, 128, 162, 165, 184  
Space-required, 3, 57, 118, 119, 120, 123, 160, 161, 162, 165, 171, 179, 184  
Special interest organizations, 52  
Specialists, 18, 78, 117, 127, 154  
Staff development, 14, 115  
Standards of conduct, 44, 76, 140, 150, 178, 179, 180  
Statement of Work (SOW), 135, 151  
Step increases, 96  
Student Activity Fund (SAF), 44, 45, 172, 173  
Student Council, 52  
Student teaching, 107, 108  
Substance abuse, 60  
Substitute teachers, 35, 81, 82, 84  
Summer school, 18, 24, 37  
Supplemental curriculum, 18  
Support Labs, 19  
Sure Start, 28, 36, 37, 78

## T

Teacher aides, 78  
Technology, 17, 59, 150  
Temporary duty (TDY), 44, 125, 175, 177  
Termination, educator, 90  
Theater Education Council (TEC), 73  
Threats, 130  
Time and attendance, 109  
Title VII, 29, 188  
Tobacco, 21, 58, 60  
Tours of duty, 95  
Transcripts, 7, 13, 15, 16, 85, 102, 103, 124, 183  
Transfer students, 26, 52, 68  
Transition planning, 19  
Transportation agreements, 95  
Transportation, alternative, 167  
Transportation, co-curricular, 166  
Transportation, curricular, 163  
Travel card, 68, 175, 176, 177  
Travel, local area, 175  
Travel, spousal accompaniment, 178  
Trips and excursions, school-sponsored, 39  
Tuition, non-DoD students, 171

## U

Unacceptable performance, 88  
Unauthorized commitments, 135  
Unexcused absences, 7, 54, 55

Unfinanced Requirements (UFR), 170  
Unions, 14, 72, 73, 76, 81, 82, 87, 106, 110, 111, 115, 141

## **V**

Visitors, 76, 130, 141  
Voluntary Leave Transfer Program (VLTP), 80

## **W**

Walking, 32, 159, 161, 162, 163, 164, 166  
weapons, 36, 61, 62, 155  
Weather-related closures, 17, 41, 113, 124, 125, 129, 167  
WinSchool, 9, 28, 33, 118, 119, 124, 184, 185  
Withdrawal of students, 56, 161, 162, 172  
Work orders, 127, 152  
Work-related injuries, 34, 97, 98, 99, 128, 147, 168